

VOLUME IX

The

NUMBER 9

A.T.A. Magazine

OFFICIAL ORGAN OF THE ALBERTA TEACHERS' ALLIANCE, INC.

MAGISTRI NEQUE SERVI



MAY 1929



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The A.T.A. Magazine



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OFFICIAL ORGAN OF THE ALBERTA TEACHERS' ALLIANCE, INC.

Vol. IX.

EDMONTON, MAY, 1929

No. 9

The President Says a Word

Dear Alliance Members and Other Readers:

I am delighted to have the honor of addressing you from the presidential chair, and am grateful for the confidence which the organization has reposed in me. I know that having placed a man of little experience in an office of responsibility, you won't let him fall down for lack of all the support you can give.

To the rural teachers whom in a special sense I shall try to represent, I will say this from personal knowledge—you are needed in the active work of the Alliance; your help does not pass unnoticed among the bigger doings of the city locals; now as never before you can do effective work for your professional body by close contact with Alliance affairs.

The last statement has reference, of course, to the school legislation which—don't forget it—is still before the people. That legislation as it stands concerns the rural teacher and her pupils most directly. We should be very shortsighted indeed if we blithely allowed all the discussion of the School Bill to pass by us, or for want of serious thought allowed ourselves to express opinions prejudicial to the best interests of rural education.

So I am going to do what any person may wisely do when he has an extensive sort of job before him, for which his qualifications are doubtful: I am going to select the most important item of business for the year, and try to see that it is done well.

That most important item, as I see it, is: *To bring before the public, courteously and persistently, the remedies we would like to see applied to the shortcomings of our school system.*

What our executive thinks about the School Bill is well set forth in the Secretary's Annual Report, which I ask you to read carefully.

The difficulty about helping in a widespread movement to educate public opinion is to get something (I don't say somebody) to "bite on." Perhaps it will help if I set down a few debatable propositions, and ask you to come to a deliberate conclusion as to their soundness; then let us know what your conclusions are. That invitation goes for our "other readers" as well as for the membership.

Here are a few propositions which I hope will stimulate local discussion.

(1) Alberta is sufficiently settled and socially stabilized to be entrusted with county autonomy (subject only to general government inspection for grant purposes) in all educational affairs below Normal and University entrance.

(2) Provincial uniformity of curriculum and standards is not necessary or seriously desirable.

(3) Freedom of the divisional unit (aided by a competent superintendent) to design its own courses of study would lead to valuable experiment, more practical and practicable school work, a better spirit of co-operation in the public, and more efficient service.

(4) The "quantitative" estimate of school efficiency (so many courses, periods of history, poems, exercises, etc. "covered") needs to be superseded by a "qualitative" estimate of the manner in which the pupils are perfecting their native abilities.

(5) The teacher who is working for a high qualitative estimate will do more for her pupils than if she were under compulsion to "cover courses."

(6) Accurate qualitative estimates are not possible under a provincial plan of examinations; they would be more possible under a divisional plan; they would be best obtained under a plan of adequate divisional supervision, in which the superintendent and his staff could know with certainty what is going on day by day in their individual schools.

(7) The province has enough "academies" for its immediate needs. (See Mr. Shortliffe's letter in the April Magazine).

(8) There is a pressing need for many schools of manual, mechanical, scientific, artistic, musical and domestic training to help on our "less bookish" pupils to complete, efficient living.

(9) Such schools are likely to cost more than academies, but they will return far more on the dollar.

(10) Alberta will have to spend more per capita on good education than other provinces, because she has a much greater proportion of extensive-farming land (as against industrial centres and small farm areas) than other provinces: this makes assembly and classification of pupils into good working groups a difficult matter.

(11) The town and village schools of Alberta require the same remedies, for transiency of teachers, intrusion of local squabbles, financial depressions and inadequate supervision, as the rural schools.

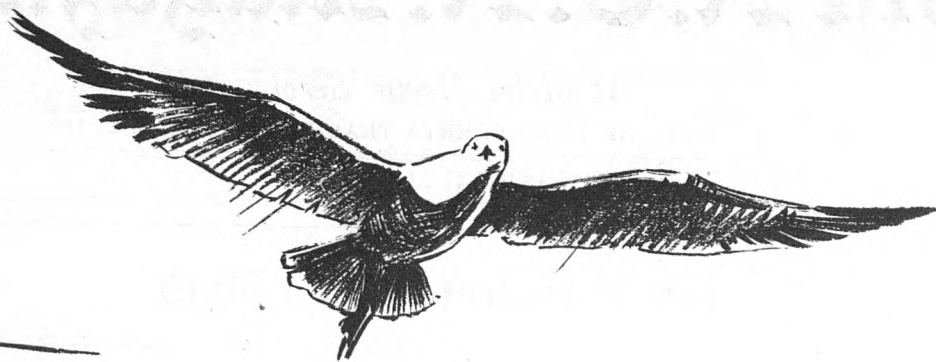
There is nothing dogmatic in the purpose of these propositions. They are intended as a basis for your thinking and discussion in the next few months. I would like you to do everything with them—annihilate them if you feel you can—but don't ignore them, please. We cannot afford to let George do the thinking, writing, and agitating at this time, since he has not the inside knowledge of the business that we have, and nothing like as much at stake.

The A.T.A. Magazine is your forum; please make good use of it. If you wish to broadcast your views on these propositions or any matters relating to school reform, you have the means.

Let us try to bring our aspirations to a common focus without loss of time, and then WORK for their fulfillment.

Yours sincerely,

A. J. H. POWELL,
President.



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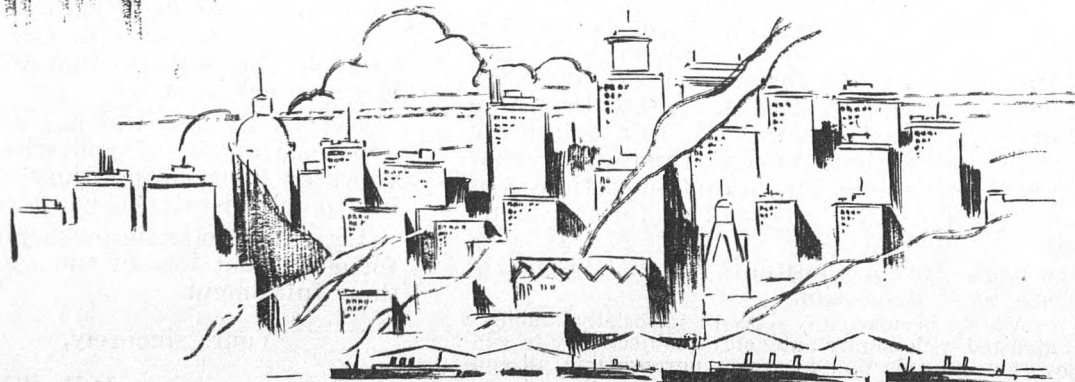
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Twelfth Annual General Meeting, 1929 Alberta Teachers' Alliance, Inc.

PRESIDENT'S REPORT

LADIES AND GENTLEMEN:

Once more we have covered a mile-stone in the work of the Alberta Teachers' Alliance, and the time has rolled around to another annual meeting and it is meet that Executive officers give an account of their stewardship.

At the start, allow me to thank the membership of the Alliance for the trust they placed in me a year ago in electing me president of the organization. At the time I realized the amount of time and work that would be involved, yet I looked upon it as a great honor to head such an organization as the Alberta Teachers' Alliance.

The importance of the position as president of the Alliance was very definitely shown when I had the privilege of attending the Canadian Teachers' Federation last summer at Winnipeg. Our members can not realize the progress that we have made unless they have opportunity for comparison with the other provinces of Canada. For some time we have taken for granted many things for which they are striving. Many of the organizations are nothing more than teachers' conventions and as a result they are not so progressive. They lack the all-year-round energy of our Alliance. In comparison we have in Alberta a virile organization which has gained the reputation for getting things done.

There is no provincial organization that gives its membership the legal protection that is offered by the Alberta Teachers' Alliance. In some, the moral support of the organization is given and also indefinite financial help. The Alberta organization relieves the teacher involved of most of the responsibility of handling cases and the Alliance becomes the big brother of the teacher. This branch of our work has built up in Alberta a body of school law superior to that of any other province as far as protection of the teacher is concerned. It would be a real education to our membership if they had the opportunity to see the correspondence that passes through the hands of our office and our law committee. It would make many a convert to the cause of a strong teachers' organization. Teachers are slandered, illegally dismissed and there are cases even where they have been physically attacked. Yet we have some teachers who smile and look unconvinced when we talk of the injustices done by some of the school boards in the province and the need of the teachers for protection. There have been cases where even the ratepayers have had the need of some such protection against their school board. Many, and indeed, most of these teachers are in difficulties through no fault of their own.

ALBERTA SCHOOL WEEK

There was a new departure this year and one from which we will, I believe, see great benefit. I refer to Alberta School Week. I would like at this time to thank the press of the province for the wonderful support given to the movement for the greater publicity of the claims of education. I wish also to thank the membership for their co-operation and especially those members of the committee throughout the province who made the whole scheme possible. We have reason to congratulate ourselves on the success of an entirely new

venture. No other province to my knowledge has attempted such a move. The constant flow of articles for the press and the large number of public addresses were clear evidence of a co-operative spirit. I trust that the incoming executive may see fit to continue this branch of the work and that Alberta School Week may be an established yearly event.

RESEARCH COMMITTEE

During the year the Alliance has had a Research Committee at work and a programme has been drawn up that will require a year or more to work out, but, when finished, it will mean something to the teachers of the province. If the Alberta teachers can be aroused to take some responsibility for educational research the profession will reap considerable benefit. We have been accused very often of being only an economic organization. The Alliance has not been to blame altogether for this, because the powers that be have not facilitated our other functions. When we have endeavored to co-operate in the larger matters of education, we have been kindly received but our suggestions of help have been firmly refused. We have been told that the matters under discussion did not concern the teachers. It remains, therefore, that in the matter of research we must go ahead on our own. I trust that the research committee will receive the whole-hearted support of the membership in its endeavor to get somewhere and that the official attitude: "What is, is best," will not deter the progress of education.

CURRICULA AND TEACHER TRAINING

Some of the matters referred to above concerning which the Executive feels the Alliance has something constructive to offer are: curricula revision, teacher training and professional control of teachers. We have asked for a greater representation on the Curriculum Committee and feel that our contribution to that work is greater than that of laymen. If the old Committee sits, the findings will likely be as unsatisfactory as those which produced the present situation and no permanent work will be accomplished. In connection with teacher training I wish to publicly commend Dr. Wallace, President of the University, for his attitude in the matter. He has asked two teachers to sit on the University Senate Committee on Education and your President has already met with that Committee, along with Mr. R. S. Sheppard of Strathcona High School, Edmonton, receiving a very kindly welcome from the President and the other members of the Committee. It was made very plain that we were there because it was considered that teachers have something to contribute to the work of establishing the School of Education in the University. Plans are developing and courses will be offered this fall. The honors course with the specialist's certificate will be a six years' course. Shorter terms will be required for those who have already a first or second class teacher's certificate. The course as outlined will be an excellent one and those graduating from it will be an honor to the profession. I look upon this as a great step forward for the teaching profession and certainly the inclusion of A.T.A. members on the Committee is the first recognition of the right of the profession to have some say in the matter of teacher training. We

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are not, of course, entirely satisfied, but the President of the University deserves the thanks of this organization for his stand in the matter.

A.T.A. MAGAZINE

The A.T.A. Magazine has had a very successful year. I am not referring particularly to the financial side of the publication but rather to the standard of the magazine itself. Letters have been coming into the office monthly congratulating the Editor on the caliber of the magazine. I use the word "caliber" advisedly because the Editor has seen fit during the year to fire a few broadsides where they would do the most good. A publication that has no "punch" is a dead issue and loses its right to be the official organ of a live organization.

PENSIONS

Some discontent has been voiced among the members concerning the apparent inaction of the Executive or Pension Committee. I wish to assure you that any lack of results along the line of pensions must not be blamed upon either of the abovementioned bodies. When pensions were first mentioned this year to the Minister he made the statement that nothing immediate would be done and that he would arrange a meeting with the Cabinet but it would do little good. The matter seemed to be hopeless so with the consent of the Pension Committee the Government was approached with the idea that those teachers who are unable to carry on with the work should be cared for until such time as the Government was in a position to adopt a full pension idea. The Premier seemed to recognize the justice of this and when Mr. Hector Lang, the member from Medicine Hat, introduced the matter as a resolution it was carried with some slight amendment. The Alliance will be asked to furnish the Minister with the names and particulars of those in the Province who would come under the fund. This is a step in the right direction and I believe it will provide a means for further negotiation in the near future. There are teachers in the Province who should not be compelled to continue in the classroom and, indeed, in some cases it may be even wrong and dangerous for them to do so. It will be of interest to the membership to learn that at the recent session of the B.C. Legislature a pension scheme was adopted, and approval of a scheme passed by resolution of the Saskatchewan Legislature. I feel assured that future Executives will have to press hard for Pensions, but they will have the advantage of the matter having now been discussed before the whole House whose members will be anxious to know what action has been taken in the matter.

Acting on the advice of the last Annual Meeting the Executive has been able, during the year, to make a satisfactory financial arrangement for the disposal of the Bureau of Education. A matter which was very contentious in previous years, we believe, has been dealt with in the best terms that were available.

REGISTER OF TEACHERS

At the last Annual Meeting a resolution was passed favoring the establishment of a Register of Teachers. Your Executive approached the Minister of Education on this matter but up to the present no helpful co-operation has been suggested. It is true the Minister offered to form a committee of teachers and officials with a view to the cancellation of certain certificates. As an Executive we felt that as we have had no part in the issuing of these certificates the Department should take the full responsibility for their continuance. It is our desire to have some part in the control of those who enter the teaching profession but being a "cat's

paw" is not the part we wish to play. If such a register is to be made it will have to be done by the Alliance solely on its own behalf and responsibility.

BOARD OF REFERENCE

The Board of Reference, composed of a judge, a representative of the Alberta Teachers' Alliance and a representative of the Trustees' Association, has been trying to function in the settlement of disputes between teachers and school boards. Almost invariably they have delivered findings in favor of the teacher, but, although they have the power to summon witnesses the same as any law court, yet their powers are so curtailed that they are absolutely helpless. The Chairman of the Board, along with representatives of the Alliance, met the Agricultural Committee of the House in an effort to secure certain powers for the Board. Nothing definite, however, was decided and we are in the same place as before. The Minister made the statement in the Legislature that he knew when he appointed the Board it would not be able to function, but as the teachers had asked for it he granted their request. This is not a true statement of the case, for the Alberta Teachers' Alliance would be the last body to ask for the appointment of a Board having no powers, and certainly the Government of the Province should recognize the effect upon the people of the Province of appointing a Government Board which could not function: it does not lead to an increase in respect for law. A report from the Alliance representative on the Board will be delivered and he will go into the matter in fuller detail. It is my opinion that unless the Board be given some real powers it is beneath the dignity of our organization to have representation upon it.

NEW SCHOOL ACT

The one big item that has taken considerable of the time of the Executive this year has been the new School Act. We held conferences with the Minister concerning his proposals but were unable to convince him of the reason or justice of our claims. It is gratifying, however, to us that the very things which we stated would prejudice the Act have been those objected to by the public and public bodies. The Minister is to be congratulated on his attempt to remedy some of the existing conditions and it is probable that if he crystallizes some of the opinions that have been expressed he will yet have a Bill that will work. As an Alliance we must be vitally interested in the protection afforded the teacher under any new Act. The Executive is of the opinion that there are some features in the Act which may make the last state of the teacher worse than the first. Never before has education taken up so much time in the Legislature and certainly the standard of the debates on education was very high. We have on the agenda some resolutions regarding the School Act and also a debate on the matter; these, no doubt, will bring out most of the main points so it is not necessary to discuss it now, at greater length. I trust that our discussion of the School Act will be of a constructive nature, having in mind the best interests of education in Alberta.

CONCLUSION

During the year the Executive has held four meetings and a great deal of business was handled in a very satisfactory manner. I wish at this time to thank the members of the Executive for their co-operation during the year and for their whole-hearted interest in the welfare of the organization. We have been handicapped somewhat by removals from the Executive: Mr. C. Sansom, Vice-President, went to California; Mr. H. C. Sweet, Past President, was appointed Inspector,

An Invitation----

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and Mr. Steele-Smith went to the Coast. While regretting the loss of the active members, we congratulate them on the advancement that has come their way. We feel that it should be a matter of pride that most of the promotions come to the active members of the Alliance: it is a form of recognition of the material composing our membership, which is appreciated. Only one of the above positions was filled by the Executive. Mr. Powell, a former district representative, was asked to fill out the term of Mr. Steele-Smith as District Representative for Northern Alberta. It was impossible to fill the position of immediate Past President and the resignation of the other members came too late to be worth our while filling the vacancies.

The main office of the Alliance has been changed during the year to another part of the same building. This change has given us a much more satisfactory office and at the same time means a saving of money.

The Canadian Teachers' Federation will meet this year in the city of Quebec during the month of July. The conference of the National Council of Education meets in Vancouver and Victoria from the 5th to the 13th of this month. For the first time in the history of this organization the Alberta Teachers' Alliance has been asked to send a delegate to that Conference. It may be that the Annual Meeting will instruct the incoming Executive to send such a delegate. The World Federation meets at Geneva in August. Arrangements have been made to hold the Canadian Teachers' Federation at such a time as will enable the delegates to attend the World Federation. The Annual

Meeting may see fit to send a Provincial delegate to attend this conference also.

The Alberta Teachers' Alliance has no reason to be ashamed of its progress in the past. The early Executives of the organization built well and in this respect we must recognize the aggressive work carried on by the General Secretary. The Alliance, if only we are united within, has nothing to fear from those forces without which would give opposition. We have an enviable record in the eyes of other professional organizations in the Province and we must do nothing in any way to weaken our prestige in the eyes of our would-be opponents. This does not mean that our meetings must needs be unanimous in thought or expression but it does mean that the discussion must be of a constructive nature and free from any pettiness which would prevent progress. We must recognize the right of minorities to be heard but at the same time, majority opinion must prevail. I trust that all our discussions at this Annual General Meeting may be carried on in this spirit and that the meetings will be characterized by the progress made.

In closing allow me to ask for the incoming Executive the same co-operation from the membership as the past one enjoyed.

Respectfully submitted,

H. D. AINLAY,
President.

GENERAL SECRETARY'S REPORT

MR. PRESIDENT, LADIES AND GENTLEMEN:

Presumably the preparing and delivering of an annual report is equivalent to the yearly operation or business of "taking stock"—of making an inventory of the assets, potential and otherwise, and, after making adequate provision for depreciation, recording the returns and costs with a view to arriving at an accurate computation of "net returns." "Taking stock" is a time of intimate introspection followed by feelings either of satisfaction at the results achieved or dismay at halting of progress, cessation of development, or other indications of failure.

The "stock in trade" of a corporation such as ours is composed not so much of material resources computed in figures or in dollars and cents as of those intangible assets of idealism, good will, aggressiveness, energy, confidence of teachers and public in our integrity, initiative, resourcefulness, foresight, vigilance, courage, hope and co-operation, and, lastly, a due measure of assurance and will to perform and succeed. As we make our inventory today and compare our last returns, it is very apparent that our stock in trade has increased substantially, correspondingly enlarging our prospective scope of operations, field of vision and breadth of outlook. The A.T.A. is becoming more stable every year and the annual turn-over of business for teachers and education grows, and further extension of activities thrusts itself upon us.

The élan of the last Annual General Meeting, emanating from anticipation of a complete overhauling of the School Act and weight felt was: "Out! To the Public!" "Teachers, make your voices heard." I

claim your indulgence for quoting from the Report of the General Secretary for last year:

"The soil of the educational field is well prepared; unbelievers in education are as rare as convinced atheists, but the public are at a loss to know and understand what is really needed.

"Since the days of Aristotle there has been almost hopeless disagreement about curricula and methods. Each class or group in the State has been thinking of education in terms of individual experience only. Our present age of ineluctable commercialism adds to the medley of cross-purposes the question of cost. In the jargon of the market-place we ask: 'What kind of education do we want and how much must we 'pay down' in cash?'

"The time has come when education must be 'sold' to the mass of our people—even as automobiles are sold: by organized publicity and the appeal of advertising.

"But who are the logical salesmen? Who are to be the leaders in this movement? The organized teachers, without a doubt. Theirs is the opportunity and manifest duty to win over the great body of our citizens to a right attitude to the cause of education.

"Education throughout the West is a problem of organized leadership. Will the teachers accept the challenge?"

As a matter of fact, a certain irresponsible element in the Province—as vocal as irresponsible—possibly because of inability to analyze the proposal of the Minister, must needs resort to what might be termed a "Yah! Boo!" type of criticism: "The New School Act



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is the work of that crowd, the Teachers' Alliance." Several interjectors, while the Minister of Education was present at the Trustees' Convention, demanded a "satisfactory explanation" of why the Alliance knew about the reprehensible plan of the Minister previous to his outlining it officially to their body, and one triumphantly flourished a copy of *The A.T.A. Magazine* containing what he described as "a copy of the Bill." The Minister courteously countered by stating that the Bill was not yet printed and that the representative of *The A.T.A. Magazine* had been treated on a parity with all other press agents to whom he had supplied information for publication respecting his project.

There is undoubtedly much accuracy in the statement that the fundamental principles of the Bill are completely in harmony with what had been advocated consistently and persistently by the Alliance, viz:

(1) The ensuring of a fair distribution of the cost of support of education throughout the Province.

(2) The ensuring of full-time operation of schools, both elementary and secondary.

(3) Adequate compensation to town, village and city school boards for the education of non-resident students.

(4) The relieving of rural school boards of the responsibility of engaging and dismissing teachers.

Our criticisms of the Bill were fully outlined in the circular letter to members shewing how, in our opinion, the Minister's aims coincided with our own but how, in the endeavor to implement his aims, the measure became impracticable and in many respects unsound. We are confident that sooner or later our advocacy will prevail with those who think deeply on educational philosophy and administration, bearing in mind Alberta's past administrative history and development, the structure of the present system, and the temperament of our citizens. Our conclusions, I feel certain, will be accepted finally—not because they are ours, but because they are logical, sound in principle, idealistic in intent, and yet practical withal. The public has become more and more alert on this question; they are now convinced that reform in the system is absolutely essential and while the Alliance last year rose nobly to the situation the work of educating the public—selling education to them—should be pushed with vigor, continued and extended considerably during the coming year and the Publicity Committee should increase its output and perfect its organization. There is so much good and promise in the Education Bill and, happily, there is little fear of its being sealed in a leaden tomb of discard. The divine right of progress can not be denied; hence all with a single eye to doing what is right by education and the child, for the sake of doing what is right, to knowing the truth for the sake of knowing the truth, must cry and repeat with enthusiasm and sincerity, "The Bill is dead! Long live the Bill!" A new Bill or, if not, yet another new Bill will finally be enthroned and reign in stately security and effectiveness.

Three years ago our Annual General Meeting passed a resolution urging upon the Department the necessity of appointing a commission to make a survey of the whole school system of the Province with a view to collecting such data and information as would point the way to changes necessary, and, in the light of authoritative recommendations, the Minister's task would be rendered easier, not only with respect to arriving at a decision of the changes required, but the best methods of implementing them and of convincing the public of their soundness and necessity.

The Tax Commission did recommend certain changes with respect to financing of schools (including the

county unit of administration) but it is evident that a wide enquiry of the whole educational system did not come within the scope of the Commission's activities.

It occurred to us that had our recommendation been followed there would have been fewer "loose ends" to the Minister's proposals, which might have avoided, to a large extent at least, the "rough ride" given the scheme. We believe it is not yet too late to appoint a commission consisting of representatives of the Government, Liberal, Labor, Conservative, U.F.A. and U.F.W.A. parties; of the A.T.A., Trustees' and Parent-Teacher Associations. If this were done, all interested parties would be represented and the recommended reorganization plan would lose all danger of being hurled into the arena of party-political expediency and conflict. No body other than the Government can initiate such a commission and we prophesy that, unless due provision be made for crystallizing the opinion of all groups and organizations competent to interpret opinion with respect to intimate knowledge of the system, "Educational Reform" will continue for years to be retarded by a "strife of tongues."

BOARD OF REFERENCE

The activities of the Board of Reference were reviewed recently by the Agricultural Committee of the Legislature and, unfortunately, the stand taken by the Minister of Education with respect to amending the School Act in this regard rendered abortive the intention of those members who, after hearing the strong case presented by the Chairman of the Board of Reference, were prepared to give the Board of Reference some "teeth." The Minister's opposition might fairly be summed up as follows:

(1) The employing school board should not be restricted in any way with respect to dismissal of their employees.

(2) An enlarged unit of administration will render unnecessary the provision of wider powers for the Board of Reference.

(3) It is no use discussing this matter because there is no intention during the session of bringing up the School Act for amendment; in other words, the only debate of the School Act this year will be on the proposed new Bill, and this will not go further than the second reading.

As Mr. White, leader of the Labor party, put it: "The Minister draws the red herring across the path of the new School Act and then says there will be no new Act, probably not next year."

The following are a few pungent excerpts from the stenographic record of the proceedings of the Committee:

Judge Taylor: "We have certain suggestions that we made last week to the Minister. I am not going to go into these fully but one thing was that as soon as an application be made to the Board of Reference for a hearing then matters should stand until after the Board has had a chance to function so that if we find the teacher has been improperly dismissed we can try to arrange for the continuation of the teacher until the end of the term. We think that might help us a lot in our work. It rests entirely with the Legislature what powers they give this Board. We have been doing what we can in this matter but we have no power to enforce any order what we might give. One can fully understand, especially in the case where a Board of Trustees or the teachers know that he or she is in the wrong, that they are going to give us the laugh. And so we can do nothing."

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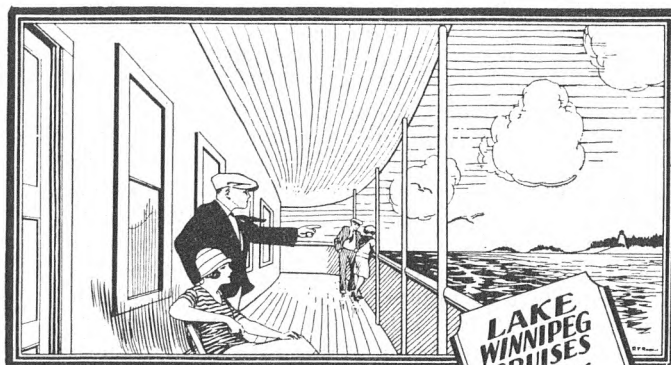
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clear of the teacher. One man can get himself elected as trustee for the purpose of dismissing the teacher, and I know of one instance when he stated that one of the reasons was that his child had been to school for 54 days and had not learned the alphabet."

In answer to a question put: "Do you consider it would be to the best interests of that school for an arbitrary authority to say either to the teacher or to the trustees, you must continue regardless of what you think? Do you think the conditions surrounding such a continuance would be in the best interests of the school?" the Hon. Judge replied: "In some cases, yes! A certain amount of discretion must be left with your Board as to that matter. In certain cases it is only one or two in the district. In some of these cases we have petitions signed by both sides and then they will say they are sorry they signed it. In some cases it would be wiser to have a change but in other cases where the reason is largely a question of money, it is not."

Mr. McKeen: "Have you found one strong trustee using his influence on a weaker one and after investigation found that it did not represent public opinion in that district?"

Judge Taylor: "One of the last cases we had was along that line. One of the ratepayers got angry with the teacher for some reason, and got himself elected at the next meeting for the election of trustees. The election of trustees, it seems to me, should be overhauled considerably in these matters. I think they should be elected at the time of the municipal elections because usually the meeting of trustees in the school house is about half a dozen men and women and a man who wants to get appointed trustee just brings all his friends there. In this one instance the one man dominated another and the two dismissed the teacher. We found out later that this trustee's daughter had a friend who wanted the school so they got rid of the teacher."

Mr. Giroux: "I would like to ask Judge Taylor if, in his experience, he has found in the majority of the cases that one trustee can generally influence two or three others in order to secure dismissal or if it only occurs here and there?"

Judge Taylor: "I think in most cases it is a question of one trustee dominating some other member, but it does not always follow."

Judge Taylor: "There should be discretion vested in the Board as in cases where the teacher might be justifiably reinstated it could be done, but where the whole district is against her it might not be wise to do so. I would like to put the contract so that during the year no teacher could be dismissed without cause as set forth in the Act, and that no teacher should leave without the consent of the trustees unless there is some valid reason such as incompetency, immorality or something along that line, but not for some such cause as she does not lace her boots the right way."

Several members entered into the discussion vigorously, and after citing cases where teachers had capriciously "quit" and left school boards in the lurch, Mr. Gibbs said:

"I am absolutely in accord with what has been said. It was never intended this should be unilateral. The only reason is in the interest of the education of the children why we take this attitude with regard to the safe-guarding of the teacher, the security of the structure, the demand for reasonable investigation and when it is borne out, in the last analysis, it is the child who is going to suffer. The same thing holds good that there should be some method of disciplining the teachers after proper investigation. This Board can fill a useful function if it has authorized organized powers so it will

be clearly understood people have to sit up and take notice."

"I am moving three resolutions: I support them because I think they are necessary. I think they might be taken separately. The first is this: In the case of a dispute being referred to the Board of Reference the teacher be retained until the findings of the Board be delivered.

"(2) If the decision is favorable, the teacher's services be continued.

"(3) When possible a Board of Arbitration be substituted for the Board of Reference with a view to bringing about greater co-operation between the trustees and the teachers.

"It should be left to the discretion of the Board as to whether action should be held up until their findings are made."

Mr. McKeen: "I think before a School Board should act that they should ascertain they had a strong majority of public opinion of their ratepayers behind them. I know of many instances where they did not have the support of the ratepayers of the district (cites particular instance). I think the Board should be broadened out so there will be no such causes as with whom she goes driving, with whom she dances, what time she goes to bed, or whether she refuses to take some Sunday School class. These things should not enter into a school district. But if they realize education is primarily the duty of the State then surely they must be broad-minded enough to see that the child is protected to the full extent of the power of the Board, and we must remove as far as is in our power the right to say, 'A teacher shall be interfered with for little petty trifles.'

"I deal with this matter at length because the right of appeal against dismissal, so fundamental to the justice and dignity of the profession, surely should be of greater concern to the Minister and to the public than 'saving the face' of the undignified and unjust school board inclined to abuse the spirit of their statutory powers. I would recommend that this body, in no uncertain terms, reiterate its stand uncompromisingly for right of appeal to an impartial tribunal whether it concern city, town, village, consolidated, rural, or divisional school board."

CONVENTIONS

The conventions were generally held this year and gratification should be expressed for the kindly co-operation, almost without exception, of the Inspectors in regard to facilitating the A.T.A. work in their districts.

The following teachers delivered addresses for the Alliance at conventions, resulting in a satisfactory enrollment of members:

C. O. Hicks, Edmonton---Edmonton City Convention.
A. J. H. Powell,

Fort Saskatchewan---Edmonton Rural Convention.
A. E. Might, Edmonton--Vegreville Convention.
H. E. Tanner, Edmonton--Vermilion Convention.
W. L. Smith, Edmonton--Wainwright Convention.
President H. D. Ainlay,

Edmonton-----Camrose Convention.
Wilfred Wees, Edmonton, Wetaskiwin Convention.
J. G. Niddrie, Edmonton, Stettler Convention.
G. G. Harman, Edmonton, Alix Convention.
Miss R. J. Coutts,

Calgary-----Calgary Rural Convention.
R. E. Hicken, Cardston--Vulcan Convention.
E. L. Low, Cardston----Lethbridge Convention.
J. T. North, Calgary-----Medicine Hat Convention.

The General Secretary visited the following conventions: Fort Saskatchewan, Trochu and Drumheller.

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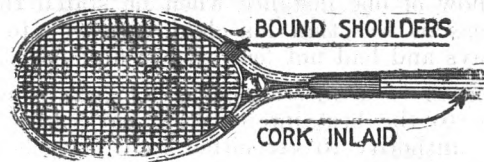
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SALARIES

Once again salaries seem to be on the upward trend. Lethbridge led the way last year and this year the cities of Edmonton and Calgary are revising upward their schedules of salaries for practically all teachers on their staffs.

It is apparent that, throughout the Province, there is a great scarcity of teachers qualified to handle the larger schools in the villages and towns. This is the general result, doubtless, of a static condition of teachers' salaries for the more prominent positions, since 1920: i.e., for the teachers holding the more responsible positions in towns and villages and the city High School teachers.

The urban centres, at least, are showing a tendency to face the fact that they must be prepared to pay higher salaries to attract and retain highly qualified teachers. However a close analysis of statistics of large city boards reveals the fact that a revision upward of salaries is not only due but long overdue. Take for instance the per capita cost per pupil in the city of Edmonton which is presumed are typical of the other cities and towns of the Province.

PER CAPITA COSTS

	Public	High	Technical	All schools
1920-----	92.86	201.75	267.29	107.81
1927-----	81.08	124.60	201.75	91.06
Saving per pupil---	11.78	77.15	65.54	16.75

Saving on whole system for one year — 16.75—
13579.10 average enrolment.
(1927)—\$227,448.25.

This saving has been achieved largely through the crowding of classrooms and increase of the class load.

What is true of Edmonton and the large cities is true of the Province as a whole.

In 1919 the per capita cost for the Province based on average enrolment was \$95.63; in 1928 it was \$79.49. The average enrolment was 119,084, making a saving of $(\$16.14 \times 119084)$ during the year 1928 alone or \$1,922,015.76.

The following table gives average salaries throughout the Province for purpose of comparison:

AVERAGE SALARIES

	Rural Schools	Separate Schools	Consol. Schools
1920-----	1077.33	992.89	1224.48
1928-----	1027.63	1074.97	1261.07
	—49.70	+82.08	+36.59
	Town Schools	Village Schools	Urban All Schools
1920-----	1457.30	1162.85	1410.93
1928-----	1604.52	1302.72	1479.03
	+147.22	+139.87	+68.10
	—Decrease.		+20.03
	+Increase.		

It will be noted that where the teachers are most weakly organized, in the rural areas, salaries have decreased; in every other section they have increased. The increase of salaries in consolidated, village and town schools is due almost entirely to the larger salaries paid to the principals, not to the grade teachers. This increase is attributable to the constant demand of the large centres for well qualified teachers and the resultant endeavor of the smaller boards to retain them.

THE TEACHERS' BUSINESS

"The schools are the teachers' business and whatever is wrong with the schools today the responsibility is theirs."
—The American Teacher.

This statement is striking and commands close scrutiny but the more one looks and thinks about it, the more apparent is the truth and the more pertinent the inference.

If it be not true that "the schools are the teachers' business" then the blame and reproach is ours. They certainly ought to be, even though noisy would-be-Solons, who know nothing about the standards which should govern teaching and the schools, parade like ganders leading the flock, hissing: "The teachers want to boss the whole show," or "I'd like to know what right have these people, paid by us to serve us, to shew us what and how to do it," or echo other "throw backs" to senile arrogance, divine right of ignorance and the "big stick."

As the doctors lead or develop public opinion on medical and health matters, as every other body of technicians are looked up to and expected to safeguard and advance their own particular fields so far as the interests of the public are involved, so surely should the teachers face and assume their moral and logical responsibility in regard to affairs educational. Teachers who merely perform the "spade work" of the school, who just work hard to give their best of demonstrative ability, etc. to enable students to get through the year's work with credit are comparable to the doctor who, when a patient suffering from an infectious disease is placed in his care, prescribes remedies and uses all his medical skill to win back his patient to health and strength and then leaves it at that. Surely the ethical professionally-minded doctor would go much further than diagnose the complaint and prescribe the remedy; he would trace the source of infection or contagion, possibly analyse the drinking water, milk and other foods absorbed by his patient at and prior to the period of incubation of the disease and generally set himself to protect the public from spread of the disease; he studies what outstanding medical authorities advise with respect to prevention as well as cure and instructs the public in regard to rendering themselves immune by sanitation, methods of living, avoidance of infection, etc. The doctor who is merely a "doctorer," whose whole course of life is devoted solely to diagnosis and treatment is only half professional—the other half involves a knowledge and enthusiasm for preventive medicine and public health generally; also constant interchange of opinion with leading medical thought.

So the teacher whose whole thought, energy and ambition concentrates on teaching itself only is but half-educationist—the other half involves interests indirectly connected with the classroom and the pupil. The other half is the urge to interchange thought with others and keep abreast of the times with respect to evolving systems of administration, curricula and the science of education, and the urge to assist his profession in giving the public the benefit of its accumulated, technical knowledge, skill and experience, to the end that public opinion may be moulded and directed in proper channels and the way paved for a receptive attitude on the part of the public when changes are necessary for the advancement of educational reform.

A profession is a public body; if not, it has no right to parade itself before the public as a profession; it has no right either to public protection or privileges.

Experience during the past few years, particularly the last, has left with us the firm conviction that the public is groping for light and leadership with respect to education. The readiness with which the churches

were placed at the disposal of teacher-speakers during Alberta School Week; the accommodation afforded Alliance speakers by the press, service clubs, boards of trade, community clubs, parent-teacher associations and other organizations, and the appreciative reference to the speakers for what was described as "the service rendered of informing us upon educational affairs" gave every indication that the public as a whole—the thoughtful section at least, who undoubtedly control the remainder—are the reverse of opposed to teacher leadership in education. The articles prepared by the Publicity Committee of the Alliance were very kindly received by a large number of newspapers in the province, inserted in prominent positions and, in several cases we were definitely requested to send along for insertion more articles than this year's organization could supply. Not infrequently requests are received by us for material to serve as the subject matter for debates on educational questions, and public speakers are constantly quoting from articles prepared by the Publicity Committee or from those appearing in the A.T.A. Magazine.

Just as long as the public understands that the material prepared is "simon pure" educational literature, prepared by educationists imbued with idealism and distinct from propaganda solely in the interests of the teachers' economic welfare, there will be a demand ever increasing, for what is at our disposal to supply. "All together for Education!" should be the slogan for all true teachers. If the teachers rise to the occasion at this critical time of revolution in educational administration and overhauling of the curriculum, the future can well be left to care for itself. The public have confidence in the teaching profession (the "ballyhoo" and exaggeration about the immature, inefficient, unconscientious rural teacher to the contrary notwithstanding) and little notice will be taken of those who decry teacher leadership in the schools.

It is becoming more recognized day by day that the organized teaching body has some addition, some substantial contribution to make which can be supplied by nobody else, to the welfare of education and to the development, the happiness and the holiness of young life here in sunny Alberta. Much has to be accomplished, the trail yet is scarcely blazed, but if active workers increase in numbers to swell the ranks of those working unitedly and determinedly to tackle the task, not only will obstacles to progress disappear but history will pay its tribute to a noble endeavor fruitful of lasting benefit to the teaching profession and to the cause of the child.

"ALL TOGETHER FOR EDUCATION!"

Respectfully submitted,

JOHN W. BARNETT,

General Secretary.

The Attorney-General suggests that important legislation should be published in advance so that the public would have an opportunity of discussing it. The Minister of Education tried this experiment and his bill was hoist until next session.

—THE ALBERTAN.

EXECUTIVE FOR 1929-30 ELECTED



A. J. H. POWELL
President, A. T. A., 1929-30

ELECTED by acclamation and the first rural teacher to hold the post, A. J. H. Powell, of Fort Saskatchewan, is the new president of the Alberta Teachers' Alliance, succeeding H. D. Ainslay who was president for the past year.

An Edmonton man in the person of C. G. Elliott was elected vice-president as the result of the ballot counting. He is principal of Oliver School and has long been interested in the work of the Alliance.

Three Candidates

There were three candidates for the vice-presidency: C. G. Elliott, Edmonton; Miss Mary Fowler, Medicine Hat; D. J. W. Oke, Grande Prairie. The only other contest was for the post of Northern Alberta geographic representative, which resulted in the election of Leslie Robbins, of Waskatenau.

Other geographic representatives, all of whom were elected by acclamation, were: Edmonton, C. O. Hicks; Calgary, Miss J. McColl; Central Alberta, Miss E. Catherine Barclay, of Red Deer; Southern Alberta, W. L. Irvine, of Vulcan; South-eastern Alberta, Mrs. J. M. Jakey, of Drumheller.

Josephburg Teacher

The new president is a teacher at the Josephburg School, near Fort Saskatchewan. He has been identified with the Alliance since 1922.

NEW PROVINCIAL EXECUTIVE MEETS

AT the organization meeting of the Executive of the Alberta Teachers' Alliance held immediately after the close of the big annual convention in Edmonton, standing committees for the year were appointed as follows, with A. J. H. Powell, the newly-elected president as ex-officio member of all the committees.

The Finance Committee consists of the President and the immediate Past President, H. D. Ainslay.

The Law Committee consists of C. G. Elliott, chairman, Miss McColl and Leslie Robbins.



H. D. AINLAY
Past President, A. T. A.

It was decided to continue the policy of having the Pensions Committee consist of the whole Executive of the Alliance together with the Calgary Pensions Committee. Miss McColl will act as chairman.

The Research and Publicity Committee consists of the entire Executive with several additional members. C. O. Hicks is chairman. The Edmonton members of the committee will meet and recommend inclusion of others to give fair provincial representation. Dr. M. E. Lazerte and William Wallace, F.R.S.E., and Alderman Miss Edith Patterson of Calgary, were added to this committee.

The Magazine Committee consists of the district representatives on the Executive, headed by J. W. Barnett, General Secretary of the Alliance and Editor of the magazine.



J. W. BARNETT
Gen. Sec.-Treasurer, A.T.A.

Delegates to the Canadian Teachers' Federation to be held in Quebec in July were appointed, being the President, the Immediate Past President, the General Secretary and the First Vice-President as an alternative delegate.



C. G. ELLIOTT
Vice-President, A. T. A., 1929-30

THE A.G.M.—A PERSONAL IMPRESSION

Is it not time that a certain amount of tradition had grown up around the procedure of our annual meeting? I don't mean that sort that resists all change and innovation, but the sort that involves taking for granted such details of time and business as recur yearly. For example, we always open at 1:30 on Easter Monday; the geographical representatives are always asked for a report on work in their districts. If the membership would bear those facts in mind there would be a worthwhile increase in efficiency.

The old mud-hole of the financial reports, in which we have usually gone down to the axle, was this year passed without serious mishap, partly owing to the disposal of the Bureau of Education, and partly to the omission of superfluous statements, which mystified without informing us.

The reports of the President and Secretary, since they appear elsewhere, require no comment, save that they merit very close reading as they emphasize the increasing scope and power of Alliance activity, and make clear the attitude of our body towards the Minister's scheme of educational reform. I may be wrong, but there seemed to me to be a rather undue scepticism in the meeting as to the intention of the Government to go through with any measure of radical change, and a tendency to ignore the Act in discussions upon which it might have had a bearing.

A notable feature of the A.G.M. throughout was the light, lenient yet efficient control exercised by Mr. President. If you substitute "happier" for "better" in the Coue slogan you get some idea of the aura that radiated from the chair. It helped business along, and did much to remove the timidity which I and others have formerly felt in presence of the more seasoned debaters. Some of Mr. Ainlay's "cracks" will be long remembered.

Discussion of the resolutions gathered mainly around Nos. 9, 10, 18, 23, and a special resolution dealing with the deadlock between Government and Teachers at Charlottetown, P.E.I. Of the latter it is sufficient to say that we were delighted to receive a wire on the second day telling us that the Island Government had agreed to go thoroughly into the matter of salaries. (In our discussion it was brought out that the average salary down there is \$537, while the cost of living is about ten per cent less than our own).

Number 9 called for the exclusion from schools of all kinds of outside propaganda. Some of the members opposed it vigorously on the curious assumption that it would stop the teacher from expressing opinions at variance with those of the text-book. Anyhow they succeeded in having it tabled.

Number 10 embodied the Executive's views upon the New School Act, and quickly revealed the fact that we teachers are not as conversant with its terms and implications as we shall need to be for our own good during the next ten months. We can do good in two ways by maintaining live discussion of the measure—

(1) Keep educational reform from being dropped in the oubliette.

(2) Get some substantial improvements in the bill.

Number 18 opened up the sore point of Normal student training in the city schools. Three delegates from the Edmonton student body were present to voice the satisfaction of the Normalites with the practical training they are now getting and to oppose the seemingly unkind attitude assumed by the city teachers. The matter was set in a true light by Mr. Ainlay who left the chair and made a thorough explanation which appeared to satisfy the E.N.S. delegates.

The most significant, perhaps, of all the matters discussed was Resolution 23, introduced in an admirable speech by Mr. Shortliffe of Edmonton. Many of us have felt for a long time that a system which gives vocational training to teachers, preachers, lawyers, doctors and hardly anybody else is dealing very unfairly with the great mass of our children and their parents; that intellectual skill is not more entitled to a place in the sun than manual, mechanical, artistic, domestic or many other kinds of skill and that to crowd all our adolescents into the neck of a single academic funnel, from which only a few emerge, is a wasteful and tyrannous procedure. With that in mind, the resolution called for provision of schools in which pupils of "non-bookish" interests shall have the chance to discover their special aptitudes and develop them into the foundation of a deliberately chosen career.

The resolution was well supported and passed with enthusiasm. Now that the "technicians in education" are on the job, we may hope for a complete diagnosis of the troubles which laymen have vaguely sensed and tried to expose at U.F.A. conventions and elsewhere. "There is a tide in the affairs of men . . ." and if we can show leadership in this matter of vocational training during the next nine months, the flood of aroused public opinion will lead on to something better than fortune—to fields of broad range and various contour, in which every pupil, and teacher too, may find all the adventure for which his blood craves.

Financial Statement

YEAR ENDED MAR. 31ST, 1929

March 31st, 1929.

To the Members of

THE ALBERTA TEACHERS' ALLIANCE, INC.

Ladies and Gentlemen:

We present herewith Financial Statements of the Alberta Teachers' Alliance, Inc., for the year ended March 31st, 1929.

We have audited your books, accounts and records for the period covered by these statements and believe that they are a true and correct representation of the operations for the year ended March 31st, 1929, and that the financial position of the Alliance as at March 31st, 1929, is properly shown on the Balance Sheet. All receipts and disbursements are properly accounted for.

The shares and account of the A.T.A. Publishing Company, Limited, have been written off as a loss and your surplus has been reduced by this amount in all of \$3,285.33.

The Trust Fund has been increased by \$500.00 deposited from the Alliance and interest of \$77.07, so that it now amounts to \$2,581.34.

The C.T.F. Capitation Fees amount owing of \$838.25 is made up as follows:

Balance owing March 31st, 1928.....	\$844.50
Add 222 members from March 31st, 1928, to June 1st, 1928, at 25c	55.50
	<u>\$900.00</u>

This \$900.00 was paid by cheque closing the account to June 1st, 1928.

Fees, June 1st to 30th, 1928, 23 members at 25c	\$ 5.75
Fees, July 1st, 1928, to March 29th, 1929, 1,500 Members at	750.00
330 Members at 25c	82.50
	<u>\$838.25</u>

All information desired has been promptly supplied, and all of our requirements as Auditors have been complied with.

We will be pleased to supply you with any further information which may be desired at any time.

All of which is respectfully submitted,

(Sgd.) PATRIQUIN & JOHNSTONE,
Chartered Accountants.

ALBERTA TEACHERS' ALLIANCE, INC. STATEMENT OF REVENUE AND EXPENSES

Year Ended March 31st, 1929.

Revenue	
Membership Fees	\$12,424.70
Interest Savings Account	37.94
Grant from A.E.A. for Publicity	50.00
	<u>\$12,512.64</u>
Expenses	
Salaries	\$6,019.50
Less Charged to Magazine....	1,410.00
	<u>\$ 4,609.50</u>
President's Honorarium	100.00
Adjustment of Grievance ...\$	309.13
Law Costs	575.00
	<u>884.13</u>
Commissions, Salaries and Expenses of Agents	1,041.67
Organization of Locals, etc.	726.19
Travelling Expenses of Executive	397.18
1928 Annual General Meeting.....	590.18
Advance Expenses of 1929 Meeting....	60.55
Printing and Stationery	535.96
C.T.F. Capitation Fees	893.75
C.T.F. Statistics Expense	25.00
Postage	227.75
Telegraph and Telephone	211.42
Rent of Office	\$ 247.50
Less Charged to Magazine	90.00
	<u>157.50</u>
Auditor's Fees	70.00
Pensions' Delegation	48.15
Publicity	<u>245.65</u>

Exchange and Excise	87.27
General Expense, Janitor, Flowers, Advertising, etc.	194.39
Office Equipment Depreciation (10%) ..	92.16
Office Alterations (one-third)	60.50
	<u>\$11,258.90</u>
Net Excess of Revenue over Expenditure.....	\$ 1,253.74

ALBERTA TEACHERS' ALLIANCE, INC. CASH STATEMENT

Year Ended March 31st, 1929.

Cash Receipts

Cash on Hand and in Banks	
April 1st, 1928:	
Current Bank Account..\$	814.63
Savings Bank Account..	3,368.73
Cash on Hand	975.38
Trust Savings Account..	2,004.25
	<u>\$ 7,162.99</u>
Add, Revenue Receipts	12,512.64
C.T.F. 1928 Account	175.00
Interest on Trust Ac- count	77.07
	<u>12,764.71</u>
	<u>\$19,927.70</u>

Cash Disbursements

Expenses as Per Expense Statement	\$11,258.90
Less Depreciation	92.16
	<u>\$11,166.74</u>
Add, Furniture Purchased	146.10
Office Alterations (one-third being al- ready shown in Expenses).....	121.00
C.T.F. Paid in Excess of 1928 Fees....	6.25
Advanced Bureau on \$200 Note.....	118.34
Magazine Charged in Ex- pense	1,500.00
Less Actually Paid	1,207.06
	<u>292.94</u>
Post Dated Cheques Transferred to Accounts Receivable	1,064.23
	<u>\$12,915.60</u>

Cash on Hand and in Banks March 31st, 1929...\$ 7,012.10

Cash on Hand	\$ 316.05
Current Bank Account	418.04
Savings Bank Account	3,696.67
Trust Savings Account	2,581.34
	<u>\$ 7,012.10</u>

ALBERTA TEACHERS' ALLIANCE, INC. BALANCE SHEET

Year Ended March 31st, 1929.

Assets

Cash on Hand	\$ 316.05
Cash in Current Bank Account.....	418.04
Cash in Savings Bank Account	3,696.67
Cash in Trust Bank Account.....	2,581.34
	<u>\$ 7,012.10</u>
Accounts Receivable	1,064.23
Less Reserve for Bad Debts.....	239.67
	<u>824.56</u>
Office Equipment	921.66
Less Depreciation Reserve	257.71
	<u>663.95</u>
Office Alterations	181.50
Less One-third Charged to Ex- penses	60.50
	<u>121.00</u>
Stationery on Hand	250.00
Postage Permit	5.00
A.T.A. Magazine	2,476.11
Bills Receivable	200.00
	<u>2,931.11</u>
	<u>\$11,552.72</u>

Liabilities

C.T.F. Capitation Fees	\$ 838.25
Rent Accrued	40.00
	<u>\$ 878.25</u>

Reserve—	
Balance March 31st, 1928.....	2,275.83
Add Interest	77.07
Balance March 31st, 1929	<u>2,353.90</u>
Surplus—	
Balance March 31st, 1928.....	7,634.68
Add, 1928-29 Surplus	1,253.74
A.T.A. Magazine Subscriptions Ad- justment	2,718.48
	<u>\$11,606.90</u>

Deduct—

A.T.A. Publishing Co., Ltd., Shares	1,550.00
A.T.A. Publishing Co., Ltd., Account	1,735.33
	<u>3,285.33</u>
Balance March 31st, 1929.....	<u>8,321.57</u>
	<u>\$11,552.72</u>

A.T.A. MAGAZINE PROFIT AND LOSS STATEMENT

Year Ended March 31st, 1929.

Revenue

Advertising	\$ 5,578.71
Subscriptions	1,885.71
	<u>\$ 7,464.42</u>

Charges

Administration (A.T.A.)	\$ 1,500.00
Printing Magazine	4,136.75
Commissions, advertising	1,050.60
Subscriptions	208.00
	<u>1,258.60</u>
Editorial Helps Department	220.00
General Expenses	95.54
Postage—Magazine	122.88
Letters	16.91
	<u>139.79</u>
Auditor's Fees	25.00
Exchange	10.50
Bad Debts	4.57
	<u>7,390.75</u>

Net Profit for Year Ended March 31st, 1929...\$ 73.67

BALANCE SHEET**Assets**

Cash on Hand and in Bank.....	\$ 157.15
Accounts Receivable	1,324.32
Office Equipment	83.05
Buttons	99.60
	<u>\$ 1,664.12</u>

Deficit—

Subscriptions Transfer- red to Alliance	\$ 2,718.48
Sundries	361.65
	<u>\$ 3,080.13</u>
Less Surplus March 31st 1928	2,154.47
Surplus for 1928-29.....	73.67
	<u>2,228.14</u>
Deficiency March 31st, 1929.....	<u>851.99</u>
	<u>\$ 2,516.11</u>

Liabilities

Editorial Unpaid (Helps Dept.).....	\$ 40.00
Alberta Teachers' Alliance, Inc.	2,476.11
	<u>\$ 2,516.11</u>

Audited and approved,

(Sgd.) PATRIQUIN & JOHNSTONE,

Chartered Accountants.

ROOMS FOR RENT

Summer School Students or Examiners—To sublet for July and Aug.
3 roomed Furnished Suite on ground floor with private Bath; Piano, Phone,
Gas, Centrally located, 10049-105 St., next to First Presbyterian Church.

Apply before June 1

Sybil Robertson

Phone 4440

ON THE FLOOR OF THE HOUSE

IMMEDIATE government financial relief for teachers who either through ill-health or old age are unable to continue in the practice of their profession is contemplated under a resolution endorsed by the Alberta Legislature on Friday, March 14th, by unanimous vote.

The resolution was proposed by Hector Lang, Liberal, Medicine Hat, who throughout this, his first session in the Legislature, has interested himself in the affairs of teachers and in education generally in the province. It was a substitute motion for one previously submitted by Mr. Lang which, while it received Liberal, Labor and Conservative support, did not meet the approval of the government as the Premier and Minister of Education maintained that it committed the government to a contributory teachers' pension scheme in Alberta and while the government favors teachers' pensions under certain conditions it is not prepared at present to be tied to any specific scheme in this regard.

Long discussion took place on the first resolution with Liberal, Labor and Conservative opposition presenting a united front in demanding of the government enactment of teachers' pension legislation, but receiving only the assurance that the government was sympathetic to the idea and with regard to the actual resolution under debate the statement that the government was very ready to give sympathetic consideration to the situation of those teachers who would come under its scope, and whose case had but recently been brought to the attention of the government by a delegation from the A.T.A.

The substitute resolution read: "Resolved that this assembly is of the opinion that the Minister of Education should make inquiry into the cases of teachers, who, having rendered long service in the profession, are unable to continue on account of ill-health or old age and should be authorized to make such provision with such teachers as in his opinion, after enquiry, may appear fair and reasonable."

The original motion which, with the consent of the Legislature, was withdrawn read: "Resolved that this assembly is of the opinion that pending the enactment of a teachers' pension plan, the Minister of Education should be empowered to make provision by agreement with such teachers as may desire to become parties thereto, for the creation and maintenance of a fund out of which shall be paid pensions to those who, having rendered long service to the profession, are unable to continue on account of old age or ill-health."

What action is taken under the resolution finally adopted rests in large measure with the Department and the Minister of Education.

In connection with the original resolution, J. T. Shaw, K.C., Liberal leader, and A. A. McGillivray, K.C., Conservative leader, voiced very strong arguments in favor of a provincial pension scheme for teachers, accusing the government of lagging behind other provinces in this regard and urging adoption of the interim arrangement set forth in the resolution for the benefit of those who would be in receipt of a pension if such a scheme were in force at present. C. L. Gibbs, Labor, Edmonton, expressed similar convictions.

Premier J. E. Brownlee at some length defended the action of the government in delaying a teachers' pension scheme, declaring he was not

prepared to bring into the Legislature any scheme that was not satisfactory to the teachers themselves and also one which the government, having regard to its other public responsibilities felt it could recommend, with justification, to the house.

Those speaking from the three opposition groups in favor of teachers' pensions urged the measure not on any grounds of compassion for teachers, which basis they considered must be clearly set aside, but upon the ground that the teaching profession is a public service and for the best good of education and the children of the province a happy, contented teacher body, with a basis of permanency and assured future, is essential. The teaching profession is poorly paid in comparison with other learned professions, they argued, and to make it attractive to the most ambitious and able young men and women who might consider entering it, and to save it from being used as a stepping stone to other professions, it must be made attractive by an assured future and aspect of permanency.

Mr. J. W. Barnett,
Dear Sir:

As you are aware, in response to recent representations made by officers of the Teachers' Alliance, the Government gave assurance that it was prepared to give consideration to the cases of school teachers who, having given long service, are now, on account of old age or ill health, incapacitated and in need. The Legislature subsequently voiced its approval of such action, in the following resolution:

"That this Assembly is of the opinion that the Minister of Education should forthwith make enquiry into the cases of teachers who, having rendered long service in the profession are unable to continue on account of ill health or old age, and should be authorized to make such provision with such teachers as in his opinion, after such enquiry, may appear to be fair and reasonable."

If you will, therefore, be good enough to let me have the names of any such teachers of whom your organization may know, together with a statement of the circumstances which in your judgment entitle them to assistance, they will receive consideration.

Yours truly, PERREN BAKER,
Minister of Education.

Local News

DRUMHELLER

On Saturday evening, April 13th, the Drumheller Local A.T.A. met in Central School.

Teachers, numbering about thirty, were present from Rosedale, Monarch, Craigton, and Drumheller schools.

Mrs. J. Jaky, the president of the local, and Mr. H. Parkinson, both representatives to the Annual General Meeting at Edmonton, at Easter, gave items of interest from that meeting. The report of the debate of the A.E.A. on the New School Bill, together with discussion on it, was postponed until the next meeting. It was decided to meet monthly.

Miss E. F. Coleman was appointed press representative. The remainder of the evening was spent in a social way, dainty refreshments being served at the close.

With a real, live executive, we look for a full membership in the near future.

The Prince Edward Island Dispute

The three following telegrams speak for themselves and little further comment is necessary:

March 29th, 1929.

To J. W. BARNETT, Esq.,
Imperial Bank Bldg.,
Edmonton, Alberta.

At climax of long agitation for increased salaries we have been refused by local government who would not agree to independent commission or conciliation board. Have decided not to re-open schools after Easter if we have your support. Wire message of encouragement.

C. B. JELLY, President,
P.E.I. Teachers' Federation.

March 30th, 1929.

To J. W. BARNETT, Esq.,
Imperial Bank Bldg.,
Edmonton, Alberta.

Crisis reached in salary negotiations between Government of Prince Edward Island and Provincial Federation. Teachers petitioned Government for revision of their inadequate salary schedule, lowest in Canada. Request refused. Additional request for Board of Arbitration refused. Possibility schools will remain closed after Easter. C. T. F. wholly sympathizes with P. E. I. colleagues. Would appreciate telegram to C. B. Jelly, President, Prince Edward Island Federation containing message of encouragement. Courteously worded wire might be sent also to Premier Saunders urging reconsideration of Government's attitude.

M. J. COLDWELL, Secretary,
Canadian Teachers' Federation.

To J. W. BARNETT, Esq.,
Imperial Bank Bldg.,
Edmonton, Alberta.

Agreement reached between Government and Federation. Government granting independent commission and implementing findings. Your wire appreciated.

C. B. JELLY, President,
P.E.I. Teachers' Federation.

The Prince Edward Island teachers are to be congratulated upon the victory obtained by them. It was a signal victory indeed for a body of teachers in conflict with a sovereign body like a Provincial Legislature through its provincial cabinet to compel such a body to concede to their teachers their right to bargain collectively, which right hitherto had been denied them. It is our opinion that whatever is won for the Prince Edward Island teachers in the way of economic relief (and we surely wish them every success—they certainly deserve it) the greater victory was that of solidly uniting the whole provincial staff of teachers to act as one and thus compelling the government to recede from the position previously taken.

The following is a brief record of the dispute with the Provincial Government.

The Prince Edward Island Teachers' Federation has, for obvious reasons, had a dispute with the Provincial Government for some time past, owing to the fact that the bulk of the teachers' salaries is paid by the Government and that the total salary has been very low.

A short time ago the P.E.I.T.F. issued the following manifesto to the public, through the Press:

Now that the question of teachers' salaries is again before the public, will you permit us to offer the following facts for the consideration of any persons who have the interest of education at heart.

Do you know?

1. That the average salary of teachers in this province is only \$547 per annum.

2. That in 1927 Nova Scotia was the next lowest and in that province the average was then \$832.

3. That since this time the government of Nova Scotia has seen fit to increase the teachers' salaries by 16 per cent of the statutory allowance.

4. That in Ontario the average salary is \$1,441.

5. That there are but ninety (90) teachers in this province who have had ten years or more experience in teaching.

6. That there are over 220 teachers who are engaged in teaching for the first or second year.

7. That the statutory allowance from our government is the same for the inexperienced teacher as for the experienced.

8. That after 40 years of teaching, one may retire on the munificent pension of about \$200 per annum.

9. That there are 100 study groups on the Island where teachers meet regularly for their own advancement.

10. That teachers are thereby raising the standard of their work.

11. That according to Rev. Mr. Ramsay's excellent address before the Ministerial Association one of the most effective ways of raising the standard of education in this province is by increasing teachers' salaries.

12. That a delegation from the Federation waited upon the government to present their case for increased salary based on length of service.

13. That a satisfactory answer was not received as yet from the government.

14. That a special meeting of the Federation has been called for shortly after the House meets to consider what further course to pursue.

15. That the object of the Federation is "Efficient Teachers: Fair Salaries."

16. Finally that the motto of the Federation is "United We Stand: Divided We Fall."

The Legislature met on the 19th instant (March) and on the 21st, Premier Saunders announced that his government was unable to increase the teachers' allowances, and he made no suggestions as to how the difficulty could be met otherwise than by provincial aid.

—The Educational Review.

The Prince Edward Island Government is to be congratulated on the fact that they have conceded at last the right of the teachers to bargain collectively and there is every possibility that the Province will wake up and save themselves from the unpleasant notoriety of being the most outstanding example of underpaid teachers.

The Prince Edward Island teachers had arrived at the stage where the only course open to them was to steel their courage, grit their teeth and chance everything on a last decisive effort. They rose nobly to the occasion; they won their spurs and not the Island teachers alone will reap the benefit, for the reaction of the sharp conflict will have Dominion-wide effect.

While congratulating the Prince Edward Island teachers we must congratulate the Canadian Teachers' Federation also, for it would be unreasonable to suppose that the telegrams sent to the Provincial Government of P. E. I. and to the P. E. I. Teachers' Federation from the different affiliated provincial organizations throughout the province had no effect upon the P. E. I. Government. It is also unreasonable to suppose that the encouragement received from the other provinces would do other than buoy up the P. E. I. teachers and make them more resolute to fight through to the finish.

The A.T.A. Magazine

MAGISTRI NEQUE SERVI

Official Organ of the Alberta Teachers' Alliance, Inc.
Published on the First of Each Month.



EXECUTIVE OF A.T.A., 1928-29

President.....H. D. Ainlay, 11014 81st Ave., Edmonton
Vice-President.....C. Sansom, Camrose
Past-President.....H. C. Sweet, Bow Island

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ASSISTANT SECRETARY: Miss M. K. Benham.

SOLICITORS: Van Allen, Simpson & Co., Bank of Montreal Building, Edmonton.

The A.T.A. Magazine

MANAGING EDITOR: John W. Barnett, Edmonton
Published, Controlled and Edited by the

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Non-Members - - - - - \$1.50 per annum

Vol. IX

EDMONTON, MAY, 1929

No. 9

BLAIRMORE SCHOOL BOARD

LUCKNOW S.D. No. 1946

ANT HILL S.D. No. 2663

BOWDEN S.D. No. 302

THULE S.D. No. 1126

Candidates selected for the above posts who are members of the A.T.A. are earnestly requested to apply for information to

JOHN W. BARNETT,
General Secretary-Treasurer,
Alberta Teachers' Alliance,
Imperial Bank Bldg., Edmonton.

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Editorial

STALEMATE

ONE has only to read the findings of the Board of Reference in several recent cases to become convinced that in its present working out the whole business is a ridiculous farce, and, in its final analysis, an indignity to the personnel thereof. No blame can be attached to the members: they are honorable and sincere men whom we feel convinced are by no means unconscious of the futility of endeavoring to carry on under present circumstances and with the lack of guarantees that their deliberations and conclusions shall be treated with respect. Case after case has been referred to them and the burden of their findings in almost every case is this—"The School Board had no just reason for acting as they did in terminating the teacher's agreement. By holding to the strict letter of the law the School Board performed an act legally right but, nevertheless, unjust and ethically wrong. Having no power, however, to either stay or rescind the action of the School Board, all we can do is recognize the *legal* right of the Board to do what is morally wrong and comfort the dismissed teacher by giving a clean bill of health."

* * * *

IT is an actual fact that in practically all cases where the Board of Reference has implied an unwarranted fulfilment of legal technicalities by school boards, the ratepayers have been kept entirely in the dark. The Act provides that a copy of the findings of the Board of Reference shall be delivered to the parties of the dispute, i.e., to the board and the teacher. The school board simply reads over the findings with a smirk, says nothing to anybody but themselves, and to this effect: "Keep it dark, boys; if this leaks out amongst the ratepayers there would be the mischief to pay. We don't *have* to tell anybody and we don't have to take any notice of what these 'wise birds' have to say in this affair." The teacher, unjustly dismissed, is now away from the district in another school, a new teacher is in, and there is the end of it.

* * * *

HERE are a few excerpts from the different reports of the Board of Reference:

CASE 1:

"The trustees have fully complied with the terms of the contract, the dismissal is legal, although the reasons given for such dismissal are, in our opinion, trivial and unconvincing. No charges of inefficiency have been made.

The teacher has served the district faithfully for seven years and has rendered excellent service as is shown by reports from three different inspectors during that period."

CASE 2:

"At the hearing before the Board of Reference, the teacher presented a strong case. She contended that her absence had been due to circumstances over which she had no control: that the trustees' statement of additional expenses incurred in providing substitutes had been exaggerated. (This was admitted by the secretary.) Medical testimony from two authorities was produced as to her present physical fitness, which also certified that, with ordinary care there is no particular reason to expect illness in the future. The teacher

further stated she offered to provide payment for any substitute employed on her behalf. . . . No question has been raised as to her character or teaching ability. Miss ——— admitted attending a special meeting of the ——— Board held on July 20th and discussing with the members the reasons for the termination of her contract. Although the arguments presented by the teacher were, in our opinion, quite sound, the trustees adhered to their decision of June 25th (i.e., to terminate the agreement). We can not see, however, from the reasons given, that they are assured of overcoming the difficulty by the appointment of a new teacher, and we believe that Miss ——— was anxious to satisfy the Board's requirements in every particular.

. . . . the legal requirements were fulfilled and it is possible some amicable agreement could have been arranged had the conference been held at an earlier date. (N.B.—The Board in question took no steps to terminate the agreement—a punishment for attacks of scarlet fever and bronchitis—until the teacher had left for her summer vacation.)"

CASE 3:

"The teacher states in his statutory declaration that, as a result of information supplied by the other teacher and himself, an investigation into the habits of certain pupils was held by the Board and later by the Inspector of Schools. The action of the teacher was justified by both authorities. It is claimed that, as a result of the inquiry, a petition to the Board was circulated amongst the ratepayers by aggrieved parents requesting the closing of a third room which had been in operation since March 1, 1928, and the dismissal of two teachers.

The trustees were not sympathetic to the petition and, consequently, resigned in June, refusing to stand for re-election. As a result of this the personnel of the Board was completely changed.

While the trustees (the newly elected Board) may have been justified in trying to carry on with only two teachers, we cannot find that any effort was made to ascertain the attitude of the teachers towards this proposal."

* * * *

WHEN the Board of Reference was created it was understood that its recommendations would have "teeth": we certainly did not suspect that the official attitude of the Minister would be that of a passive observer. We expected—and feel still that we were justified in expecting—that the findings of the Board of Reference would be so respected that, as a last resort, an official trustee would be appointed rather than have them ignored and allow the activities to be rendered abortive of a Board created by statute recommended by the Minister himself. Those present when representatives of the Alliance met the Premier and Minister of Education in February, 1927, well remember the Minister's promise to introduce legislation during the current session for the purpose of complying with the A.T.A.'s request; they well remember one of the A.T.A. representatives developing the argument that "reinstatement of a teacher" would not put into effect any new principle. He quoted Section 196 of the Act, which reads as follows:

"196. Any teacher who has been suspended or dismissed by the Board may appeal to the Minister, who may take evidence and confirm or reverse the decision of the board and in the case of reversal may order the reinstatement of such teacher."

It was argued that the Alliance could see no reason why "dismissal after 30 days" should not be subject to this same revocation if the dismissal were unjustifiable. Therefore it is contended in the light of this argument that we were at that time justified in assuming that "silence gives consent"; otherwise it would only have been treating the Alliance fairly and squarely to say then and there: "The legislation I propose to introduce will not implement the desire of the teachers: I don't intend to go that far and what you request me to do and

what I have in mind to do are two entirely different things." However, nothing of this nature was said although the Executive of the Alliance waited on the representatives of the Government with one aim in view and one only—that of inducing the Government to provide legislation to "settle" disputes between teachers and school boards—and we thought this was as well understood by the Minister as by the Alliance representatives present.

* * * *

IN view of the Minister's statement in the Legislature no other course consistent with dignity and justifiable pride is open to the the Alliance than to speak in a direct and downright manner. He is reported to have responded to criticisms in the Legislature of Mr. Gibbs concerning the futility of the Board of Reference to the effect that: the Board of Reference has no powers; he (the Minister) never expected it would be of much use; it was just about what the teachers asked for and he gave it to them. Without considering ourselves uncharitably inclined it is difficult to avoid this inference "The teachers thought they were getting something worth while; I delivered the 'spavined hack' which their lack of knowledge of the points of a horse misled them to believe would turn out a serviceable work animal."

* * * *

IT is our belief and always has been that the Minister with his present powers could render the Board of Reference effective to rectify wrongs of school boards to teachers, and vice versa. It is within our knowledge that official trustees have been installed or threatened to be installed for offenses less far-reaching and serious than dismissing teachers unjustly and dislocating the steady progress of the pupils' work, which work and progress are, after all, the *summum bonum* of the operations of schools. The only real difficulty, it seems to us, is the disinclination of the Minister to exercise his powers in this particular regard and because of this the Alliance must perforce continue to press for an amendment to the statute whereby the Board of Reference would be given power of itself to be the final arbiter.

* * * *

WHILE on the subject involving "innocuous" legislation it might be in order to quote from President Ainlay's annual report:

"The Minister made the statement in the Legislature that he knew when he appointed the Board it would not be able to function, but as the teachers had asked for it he granted their request. This is not a true statement of the case, for the Alberta Teachers' Alliance would be the last body to ask for the appointment of a Board having no powers, and certainly the Government of the Province should recognize the effect upon the people of the Province of appointing a Government Board which could not function: it does not lead to an increase in respect for law."

We might add to the foregoing: "especially in a country where new citizens are arriving by the thousands, whose first lesson in Canadian citizenship should be to learn that Canadian laws are sound, effective and rigidly enforced."

EXAMINATIONS UNDER FIRE

AS stated in a previous issue, probably in no part of the English-speaking world are examinations so "omnipresent" as in Alberta. If this be an undesirable thing the blame certainly does not rest on the Department of Education—not wholly at least, for but a few years ago the secondary teachers of the Province clamored for an "examination in every subject in every grade." The present tendency seems to be swinging in the other direction and in the light of the past few years experience of examination pressure, batting averages as the measuring stick of "efficiency" of both instructor and pupil, teachers are coming to the conclusion that real education is being sacrificed in the interests of examination credits for students of the scholastic type only. Examinations are under fire today although the "barrage" has not yet advanced to Alberta, but we prophesy it is only a matter of time.

* * * *

THE war is on in the Old Land, Sir Michael Sadler is leading the attack and now Lord Eustace Percy, President of the Board of Education follows. On examinations he said recently:

"Whatever the business man does, whatever value he attaches to secondary schools, let him finally and for ever desist from asking candidates for employment whether they have passed the matriculation standard or whether they have the school leaving certificates. Employers—and, to a very large extent, parents—are handicapping the proper development of technical education by attaching an entirely fictitious value to the possession of examination certificates.

"These certificates are very useful and necessary, but a school examination, whether it is internal or external, is just like the minutes of a meeting. It is absolutely no use to anybody who has not been present at the meeting itself. Examinations are for schools, and test the work of schools as a whole, but when you are engaging an employee from a secondary school, the recommendation of the headmaster or headmistress is worth any number of examination certificates.

The following letters in "John O'London's Weekly" indicate that the general public are becoming extremely critical of the utility of examinations, and searching enquiry and investigation is being devoted to the question:

DISCONTENT IN SCHOOLS

SIR,—Your correspondent who wrote (March 2nd) on the "Terrors of 'Exams,'" does not give his name. But whether he be an "educationist" or perhaps a "mere parent," let me assure him that when he "strikes a blow for the children of today" he has an enormous circle of friends to wish him good speed. I see most of the literature published day by day on the question of Examinations, and I know that discontent is everywhere growing apace.

Let us hope that with the re-grading of the schools, the scholarship examinations will speedily die a natural death and that the great mass of boys and girls now reckoned as "duds" because they are the non-scholarship type, may at last come into their own.

London, W.C. 1.

S. PLATT (Mrs.).

The Effects of "Exams."

SIR,—I was very much interested to see your article entitled "The Terrors of 'Exams.'"

It may interest your readers to know that the New Education Fellowship is organizing an inquiry into the working and effects of the examination system in preparation for its international conference in Elsinore this summer on "The New Psychology and the Curriculum." Similar inquiries are being made in the different countries that will be represented at Elsinore, and an international memorandum will be compiled. After the conference we hope to organize a depu-

tation, and we believe that the final outcome of these efforts may be the appointment of a scientific commission of inquiry into the whole system, such as Sir Michael Sadler outlined in his presidential address to the New Education Fellowship in January.

We are asking for evidence and information from parents, teachers, doctors, psychologists, examiners, business men, and we are specially concentrating on the Free Place and General School Examinations, in Elementary Schools, School Certificate Examination, and Common Entrance Examination to Public Schools.

We feel that the opinion of the parent is one of the most important in considerations of this kind. So far, among those who have kindly supplied us with evidence and information, there are very few who speak from the point of view of the parent. May I claim the courtesy of your columns to appeal to any of your readers, and specially those who speak as parents, to communicate with us if they have any information or evidence that is of interest in this inquiry. Letters may be addressed to Mrs. S. Platt, our National Representative, at the New Education Fellowship, 11, Tavistock Square, London, W.C.1.

DOROTHY MATTHEWS.

Secretary, English Section,
The New Education Fellowship,
11, Tavistock Square, W.C.1.

* * * *

The Alliance Research Committee proposes to delve into the subject and appeals for loyal co-operation and support of High School teachers and all others interested and competent to assist them in their labors.

* * * *

PEACE River and Grande Prairie are often spoken of as being on the "fringe of civilization" which, being interpreted is accepted as implying that culture and the arts must needs give place to the struggle for existence. However, the citizens of our great Northland have reason to congratulate themselves that if the term "fringe" is applicable to them it is to the extent that it is analogous to the outer fringe of a fine garment—the most delicate, choice and carefully worked part, giving beauty and tone to the whole. One illustration of many may be taken to support this contention—the interest and enthusiasm for music. We have received a copy of the twenty-eight page Syllabus of the Fifth Annual Peace River Musical Festival, beautifully made up and excellently printed. No less than twenty-five chorus groups from different schools expect to be represented at the festival. Provision is made for competitions in vocal solos, duets, school orchestras, violin solos, elocution, piano solos and duets for children; open vocal solos, duets and quartettes, small church choirs, community choirs, silver medalists and sight singing for adults. The most encouraging feature is that the musical interests of the young people are particularly stressed and the citizens have manifested their interest and enthusiasm in generous contributions of awards in the form of gold medals, cups and shields.

Inspector Yule, the teachers and other co-workers in the arts in the Peace River district are doing a noble effective work which will leave its permanent stamp on the future welfare and enjoyment of the "larger life" of the community.

LIBRARY SERVICE TO MEMBERS

NEVER before in our generation have so many questions of fundamental importance to education, of paramount interest to teachers been brought into the field of discussion with a view to settlement. Here are a few of the questions calling for consideration: The New School Act: supervision, financing of schools, engagement and dismissal of teachers, security of tenure, and the county unit.

Vocational and technical training.

Adult Education;

Rural High Schools;

Examinations;

Revision of Curricula;

Pensions for Teachers;

Training of Teachers.

The public are aroused to a realization of the importance of these issues and are not only thinking earnestly but seeking authoritative information to guide

them. Editorials in leading newspapers have put the query: "What have teachers whose opinions should be of value to say about these things? Will the teachers rise to the occasion and assume their logical position as advisers?" All really earnest teachers whose activities should extend beyond the classroom, should not hesitate to inform themselves widely and deeply and bring themselves right up to date in the classroom and in the community.

There is a wealth of authoritative information in the various libraries of the cities, Provincial Government and the University.

The services of an active and enthusiastic student of education have been acquired and he is prepared to advise members with respect to choosing and obtaining books from libraries and elsewhere.

Members who desire to "read up" on any educational topic are free to write to the A.T.A. Office, Imperial Bank Building, Edmonton, Libraries Branch, and every assistance will be given.

Au Revoir



W. WEES, M.A., B. Educ.

Readers of *The A.T.A. Magazine* will miss, for the time being at least, the pleasant, informative yet original contributions of Mr. Wees by reason of his leaving teaching to assume the manager-ship of the Western Circuit of Canadian Chautauqua. All friends of Mr. Wees will wish him every success and happiness in his new task comparable with the success and happiness which have attended his efforts as a pedagogue. He is an ideal man for the new task assumed by him but (if the term "ideal" permits the application of the comparative degree) not so ideal as for the work he has left; so we have every confidence that he will return to his "first love," ere many summers have passed. Therefore, as we shake hands with Wilfred we wish him "Au revoir" but not "Good-bye."

Mr. Wees is a by-product of the Highlands of Ontario—Muskoka—the son of a missionary with whom he journeyed to live among Southern Saskatchewan homesteaders when he was twelve years' old, in 1901, and whom he assisted to fare regally for three years on \$200 per annum and a few sacks of potatoes. He followed his father in the vagaries of rural preaching and after "graduating" from half a dozen rural schools he landed in Moose Jaw where he completed his public school and high school education. He normalled in Regina and started teaching at 16 years of age.

He came to Edmonton in 1920 to be Resident Dean at Alberta College North and after serving there for a year entered the university whence he graduated with first-class honors in psychology in 1923. He held half a dozen student offices in the university including the presidency of the Student's Union. He has been on the Edmonton staff since leaving university, first as male assistant in the Garneau Public School and later as English specialist in the Garneau High School. While engaged with the Edmonton Board Mr. Wees obtained his M.A. degree in 1925 and that of B. Educ. in 1928. It is his intention ere long to take post-graduate work in other universities and secure higher degrees in psychology and education.

Wilfred is an attractive, most effective debater and speaker, an original and brilliant thinker; he has a peculiarly facile pen and in addition to being in charge of the Research Department of the *A.T.A. Magazine* and a frequent contributor of general articles, he has done considerable editorial work for the *Edmonton Journal* and written for eastern publications, and also been editor of *The Trail*, the organ of the Alumni Association of the University of Alberta.

VOCATIONAL HIGH SCHOOLS FAVORED IN THIS PROVINCE BY ALBERTA TEACHERS' BODY

VOCATIONAL high schools for Alberta were favored in a resolution passed at the session of the Alberta Teachers' Alliance held during Easter week. For about an hour, the delegates threshed out the question and then passed the resolution submitted by the Edmonton high schools local, which means that the suggestion of a new class of secondary institution in this province will be sent on to the Minister of Education.

Prominent among those who supported the resolution were D. L. Shortliffe, C. O. Hicks, and H. L. Humphreys, while many of the other delegates also joined in the discussion.

The resolution dealing with the vocational schools pointed out that the high school curriculum, while undoubtedly open to improvement through re-arrangement of details, was not too heavy for any student attending high school for purposes of scholarship, provided he had normal ability and was reasonably well prepared in a few fundamental subjects to undertake such a career.

This resolution stated further that there ought to be two classes of secondary academic institutions, one primarily for scholarship and the other primarily for general education for citizenship, et cetera. The first might be called "Academies" and the second "High Schools." It was added further that there ought to be vocational institutions for those who do not desire academic training beyond Grade VIII.

When the delegates had just about finished passing the gist of resolutions, someone asked what had happened to all the requests sent to the provincial government after the 1928 convention.

President Ainlay stated that these resolutions had all been submitted to the government and so far as he knew, the requests were still under consideration, though there had been a definite assurance of replies.

A Delegate—"While I believe the Minister is anxious to do all he can for us, I think his memory is at fault."

Mr. Ainlay observed that if this year's Executive had any belief that they would get the Minister to definitely declare himself, then they would just be disappointed.

C. O. Hicks, Principal of Victoria High School, and several others, voiced protests over the way that resolutions from the Teachers' Alliance were apparently being treated by the government.

Finally the delegates passed a resolution instructing the Executive to place the 1929 resolutions before the Minister of Education and ask for a definite reply. If there is nothing forthcoming from the Minister by the time of the Executive meeting late this year, then action is to be taken in some other way.

Mr. Ainlay explained that any delegation from the Alliance had always been courteously received by the Minister. But the difficulty was in getting further action.

Another speaker said the Alliance was an important body and should not stand for being put off with "soft nothings."

Among the other resolutions which passed was one requesting the Minister of Education to embody in the text of the School Act, relative to the Board of Reference, provisions whereby a teacher will be assured of arbitration when dismissed by the Divisional Board.

Political dangers cropped up in a resolution that was adopted just before adjournment. This was from the Calgary Public School Men's local and provided: "That we must guard against our educational system becoming part of a political machine which might either retard or undo the work of the Alliance."

CLAIM IS MADE THAT SCHOOLS ARE TOO INTELLECTUAL TODAY AND MUST CHANGE CONDITIONS

Claiming that public schools are too intellectual, and that steps should be taken to overcome this condition, Dr. Joseph K. Hart, of the School of Education of the University of Wisconsin, startled his hearers when speaking on "Our Revolutionary Public School" at the Wednesday afternoon session of the Alberta Educational Association meeting held during Easter week.

These younger people were being brutalized by the fact that they have no work, in fact, they did not know what work was, said the speaker. He pointed out, however, that he was not pleading for child labor, but realized that there was a need of improving conditions.

TEACHERS WANT SAY WHEN CURRICULUM UNDER DISCUSSION

FULL representation of the Alberta Teachers' Alliance on the Curriculum Committee of the province when it meets to consider revision of the Alberta curriculum will be sought by the Alliance immediately.

At an organization meeting held by the new Executive of the A.T.A. Thursday evening, April 4th, the personnel of the Curriculum Committee was discussed at length. This committee will go into the whole matter of curriculum revision in accordance with a resolution unanimously adopted by the Alberta Legislature at its recent session.

Whether or not the committee to carry out the curriculum revision is to be the old Curriculum Committee of the province on which the teachers are not represented as an Alliance, or whether it is to be a new committee is not quite clear to the Executive.

Take Up Immediately

This matter will be taken up immediately by the new Executive with the Department of Edu-

cation and strong representations made that on the Committee should be a representative of the Alliance, nominated by the Alliance, for every department of high school academic work, one for the vocational, one for the commercial high school work.

The Executive will ask the government to arrange a meeting at an early date at which recommendations passed by the recent annual meeting of the A.T.A. will be presented.

At the same time it will be suggested to the government that a commission on which the A.T.A. is represented be appointed to make a survey of the whole educational system of the province to act as a guide in the overhauling of the whole administrative system.

The whole tenor of discussion was to the effect that the teachers of the province are technicians on education and those most vitally interested in educational movements; that when they are represented on commissions and survey committees they should act as representatives of the whole teaching body and not simply as individual teachers.

PACKED AUDITORIUM WHEN SCHOOL BILL DEBATED

LAUDED on the one hand by speakers who struck a higher note of eloquence, and attacked on the other hand by critics with sharp verbal fire, the proposed Alberta School Bill engaged "on an even keel" after forming the subject of a big debate at the annual meeting of the Alberta Educational Association.

The subject was, "Resolved, that the legislation embodied in the School Bill submitted to the Alberta Legislature at the last session thereof is the most effective that can be devised for the solution of the problem of rural education in Alberta."

The Debaters

Speaking for the affirmative were Ald. C. L. Gibbs, M.L.A., of the Edmonton Technical School, and M. L. Watts, B.A., of the Crescent Heights High School, Calgary. The negative was handled by William Wallace, M.A., F.R.S.E., of Campsie, Alberta, and A. J. H. Powell, of Fort Saskatchewan, newly elected president of the Alberta Teachers' Alliance.

SPEAKERS FOR THE AFFIRMATIVE



C. L. GIBBS, M.L.A.



M.L. WATTS, B.A.

George W. Gorman, Chief Inspector of Schools for Alberta, summed up the discussion, though not dealing with the merits or demerits of the points advanced in the debate, which was listened to by

fully 1,700 people. He did outline, however, the weaknesses of the present system and what was proposed in the bill by way of remedying these conditions.

"We are here to state that, in the terms of the resolution, 'The legislation embodied in the School Bill, submitted to the Alberta Legislature at the last session thereof, is the most effective that can be devised for the solution of the problem of rural education in Alberta,'" said Ald. C. L. Gibbs, M.L.A., speaking for the affirmative side. "Will you allow me to add the words—at this time?" We have no mandate from posterity to accept any solution on their behalf."

"It is all very well to preach caution and compromise; it is all very well to suggest a step at a time. What time?" asked the speaker later on in his remarks. "We have had this system since 1905. How many of you are driving cars of that vintage? The roots of the system go back into the twilight days when free education was doled out on a charity basis, like the gruel of Oliver Twist."

Two Main Purposes

Again turning his guns on the present system, Mr. Gibbs asked if it was calculated to achieve the two main purposes of state education? First, had it provided, even approximately, an equal educational opportunity to all the children of the rural communities? Had it worked from the child's point of view? Second, had it conducted to that enlightened citizenship upon which the progress and stability of democratic institutions is predicted? Had it worked from the point of view of the state?

"Our submission," he said, "is that it has done none of these things and that it is incapable of doing them."

"I am not blaming the people of the rural districts. Any criticism must lie primarily against the people as a whole for loading on to the individual districts a responsibility too heavy for their material and spiritual resources.

"But the facts cannot be controverted. By failing to provide security of tenure, proper salaries, regularity of payment and a sympathetic environment for the teacher, large numbers of districts have deprived the children of an adequate teaching service. By failing to appreciate the value and significance of education, they have encouraged and abetted a laxness in school attendance."

Remedies Defects

Mr. Gibbs contended that the new act takes cognizance of the general problem of an up-to-date educational system and the specific needs of the province. It eliminated present defects and remedied, as far as was humanly possible, the handicaps of a pioneer country.

One of the outstanding merits of the new act was that it would make rural teaching more attractive to the capable teacher. "The system now proposed will make possible an educational efficiency coupled with an elimination of burdens that will keep our rural children on the farm at a

decisive moment, as far as their vocational choice is concerned, without depriving them of their social birth-right—a full and efficient schooling,” said Mr. Gibbs.

William Wallace, M.A., F.R.S.E., of Campsie, Alberta, opening fire for the negative side, contended that the proposed act was defective in regard to the following points:

Sees Disadvantages

1. The retention of the single school district as the “basic unit”;
2. The dual control of the schools by the local and divisional boards;
3. The size of the divisions;
4. The undemocratic nature of the general board;
5. The complexity of the supervision imposed;
6. The absence of real local autonomy.

Dealing with the single school system, Mr. Wallace said it affords easy opportunity, too tempting to miss, for unduly curtailing local expenditure. Men will grudge \$20 for school purposes who blow off more than that in tobacco smoke. They perceive only the immediate saving effected but are unconscious of the loss of earning power which the whole province, themselves included, suffers as a result of their parsimony.

The most disappointing feature of the School Bill, to his way of thinking, was in the absence of any real measure of local autonomy. Not that the bill proposed to cancel any existing powers of that kind. He pointed out that the local districts under the present system do not enjoy local autonomy in education. They merely control local expenditure, and tax only to a certain extent.

Suggests Many Units

In concluding his case, Mr. Wallace suggested a system of autonomous multiple school units, just large enough to be directed by a single supervisor, with three consulting superintendents maintained by the Department, one in the Edmonton, one in the Calgary and one in the Peace River section.

Morrison L. Watts, B.A., of the Crescent Heights High School, Calgary, was the second speaker for the affirmative. His remarks were largely confined to the second of the main issues involved in the bill, this concerning the larger administrative unit.

“This proposed system offers to the people of rural Alberta the most effective plan of supervision that has ever been discovered and placed in the educational world,” said Mr. Watts.

Details of the plan were then outlined by the speaker, who showed there would be 150 schools under one superintendent, and that the superintendents were to be highly qualified experts with extensive educational experience—men of broad vision and forceful personality, and of the leader type. Duties of the supervisors also were covered by this speaker, who said each of these officials would be “a helping teacher, not an inspector.” They would help in developing a greater spirit of co-operation among the teachers of a division and in inducing the growth of professional ideals.

Solves Teacher Problem?

Benefits to farmers under the new plan also were dealt with by Mr. Watts. He said it solved

the teacher problem, as rural school boards would be assured of a good teacher, having at their disposal the expert advice of the superintendent and the supervisors.

“Under the larger unit of administration,” he said, “the inefficient and unsuitable are soon weeded out, the weak teachers are guided and trained under experts until they reach efficiency, and the efficient teachers are encouraged and developed into professional educationists.” The benefits to farmers’ children, as there would be fewer poorer teachers and fewer change in teachers, were also emphasized by Mr. Watts.

A. J. H. Powell, of Fort Saskatchewan, for the negative side, in continuing the case against the proposed act, derided the idea that the measure deprives the people of their control, declaring that the popular control of education does not exist here. The main defect in the bill was that it left the parent and the ratepayer still “out in the cold” on real, concrete, educational issues.

Make People Partners

“Pride in our school system,” he said, “is an essential factor in our rural life, and we can best generate that pride by giving the people effective partnership in the management of curricula, examinations and finance.”

He urged that whatever division was found large enough for efficient supervision and teacher direction should be given power through its board

SPEAKERS FOR THE NEGATIVE



A. J. H. POWELL



W. WALLACE, M.A., F.R.S.E.

and the expert guidance of the superintendent to design its own system.

“The outstanding benefit of such local autonomy would be the raising of the Department to a high advisory position dealing with the art of education, and studying the educational movement the world over.”

Division Too Large

Mr. Powell criticized the projected divisions as far too large for intelligent board work in administering the affairs of any one corner. In concluding Mr. Powell said the act failed to secure for the rural teacher an economic future, a life work with a real vital interest, or a sense of dignity.

Most of all, he said, the teacher is still compelled by an overloaded provincial curriculum to sacrifice the basic purpose of child education; in other words, is compelled to make the child’s mind a saturated sponge rather than a keen edged tool.

During Easter Week Meetings

TEACHERS URGED TO EDUCATE PUBLIC ON SCHOOL BILL MERITS

Pedagogs Can Do Useful Work Declares H. C. Newland, M.A., B. Educ., LL.B.

ALBERTA teachers can do a real constructive work in educating the public with regard to the merits of the new School Bill which was introduced by Hon. Perren Baker, Minister of Education, declared H. C. Newland, M.A., President of the Alberta Educational Association, in a special address on "The Evolution of the Teacher," at the opening session of that body.

Referring to Hon. Mr. Baker as "the happy warrior," Mr. Newland said he was to be complimented on the School Bill. He also stated that the University of Alberta was also to be commended for its stand in placing teaching on the same basis as the other learned professions.

On the afternoon programme, the main feature was the address of Sir Charles Robertson, C.V.O., vice chancellor and principal of the University of Birmingham, whose subject was "Education For Leisure."

This was followed by an address by Mr. F. Speakman, a representative of the Alberta Teachers' Alliance, and then G. Fred McNally, supervisor of schools for the province, spoke on "The School Library."

"The Evolution of the Teacher," formed the subject of a special address by the president, H. C. Newland, M.A. At the outset he dealt with teaching in the early Greek and Roman times, adding that the origin of the teacher was lost in the dim mists of antiquity. While Quintillian was said to have made a fortune, a wealthy teacher was rarer than a white cow, said Mr. Newland.

Mr. Newland then traced the evolution of teaching through the various early periods, dealing also with how the work was related to the churches in early times.

Outlines Factors

"What are the factors which have professionalized the teacher in the nineteenth century. We may set them down as follows," said Mr. Newland:

1. Freedom of the teacher from the direct control of the church. Victory in the age long Kultur Kampf, as it was later called in Germany, rested with the state.
 2. The substitution of state administration for *laissez faire*, private enterprise and charity.
 3. The development of a science of education founded upon psychology and child study.
 4. The establishment of special training for teachers and some degree of standard qualification.
 5. The establishment of free elementary schools, maintained by local or municipal taxation and aided by the state.
 6. Compulsory attendance at such schools.
- "Under these conditions, the status of the teacher has steadily mounted, decade by decade," he declared. "When Boswell in attempting to ac-

count for Samuel Johnson's pitiable failure as a teacher, remarked that "the greatest abilities are not only not required for this office but render a man less fit for it," he overlooked the importance of specialized training. So did the trustees of Franklin's Academy in Philadelphia in 1751—the first to be established in America—when they stated that the students "would be able to qualify as public magistrates and for other public offices of trust" but "the poorer sort must be qualified to act as school masters in the country and could be recommended from the academy to the country schools for that purpose."

Must Know Their Business

"There is one sure way in which teachers can stop this kind of talk and that is by knowing their business and knowing it thoroughly," said Mr. Newland. "The tradition, however, is still with us, both in Canada and the United States. There it takes the form of numerous petty indignities, "blue laws" somebody has called them, restrictions as to manner of dress and social behavior.

"In a South Dakota town, the board a short time ago sent forth the ultimatum that teachers must go to bed at 11 o'clock except on Friday, Saturday and Sunday, when, I suppose, they might otherwise be engaged.

Before closing, Mr. Newland dealt with the amazing increase in the study of scientific education. Educational psychology and problems growing out of it may soon monopolize the whole field of psychological research, he declared.

On the Foremost Question

THE SCHOOL BILL

THERE remain of the nine bills which were unsuccessful in the last session of the Legislature, the bill sponsored so courageously by Perren Baker, Minister of Education. The taunts of the Opposition that there was a major measure upon which the Government ought to stake its political existence fell wide of the mark. For months prior to the opening of the Legislature the bill's proposals had been the subject of discussion. As time proceeded it was seen that while there was general recognition of the need of a change in our rural school system, there was great lack of information, much prejudice, and misunderstanding. That barometer of rural opinion—the annual convention of the U.F.A.—only supported the Minister's proposals by a vote in the ratio of nine to eight, though the opposition was rather on detail than on principle; and the trustees' convention at Lethbridge gave itself an unenviable place in history by its intolerant refusal of opportunity for full and fair debate of the measure. It is notorious, too, that the members of the Legislature were bombarded by letters and resolutions from rural trustee boards and others requesting them not to vote for the measure or threatening them with displeasure in the event of their so doing. Such opposition as the measure received in the Legislature came almost entirely from members of the traditional parties who are representatives of city constituencies. Any rural opposition to it did not find serious expression there. There is no doubt that the measure could have successfully passed the Legislature amended perhaps in some details.

Since the function of government is primarily to make and administer laws and not to test the strength of political parties, the wisdom of the course followed is obvious. The bill with its complete scheme of re-construction of rural education in the words of Mr. Baker, has been "brought sharply before the people." It has become an issue. The public mind has been aroused. The discussion in the Legislature has been echoed in the remotest school district of the Province. Ratepayers, parents and teachers will seek, together with trustees and elected representatives of the people, by private conversation, at meetings and through the press, a satisfactory solution to the problem. Out of it all in the course of one or two years will evolve no doubt something following in essential principles the plan laid down by this bill.

—(From an article in "The U.F.A.")

CO-OPERATION REQUIRED

THE proposed new School Act which was introduced in the recent session of the Legislature, was left in abeyance in order that the people of the province might become familiar with its provisions and express their opinion on the measure. The *Labor News* hopes that the question will not be permitted to lie dormant during the year, but that some real attempt will be made to have the people become familiar with the measure, so that an intelligent public sentiment may be aroused.

Almost every person who has had anything to do with education in the province believes that some reforms are necessary. But most people who have thus far expressed their views seem to think that the bill introduced by the Minister of Education is too radical a measure. Well, how should it be modified? What improvements in the present system are necessary, and how should they be brought about? Surely this is a matter important enough for the U.F.A., School Trustees, Teachers' Alliance, and political parties to study and be prepared to offer practicable, helpful suggestions to the Department of Education. It is

too big a question, and too vital to the interests of the people, to become a political football. The problem offers an opportunity for the various interests in the province to show that they are prepared to co-operate to bring about the desired end.—*Alberta Labor News*.

Child Welfare

Mrs. A. Colbourne, Woman's
Institute, Brownvale, Alberta

THE unreachable family is a perpetual menace to the health of the province. Since ill-health is closely related to low moral standards, economic inefficiency, uncertain religious conceptions, physical and racial degeneracy, the neglected family at once becomes a potential factor for evil in many ways. This fact the public, including the public health forces, must recognize. The medical health workers will appear before conventions and present the case of the neglected country child. Those workers will tell the needs of the field. Speakers will appear before students in our schools, colleges and council, and bring forcibly to the attention of every one the needs of the unreachable child.—Speakers who can look from the level of the cabin door and the shacks of our immigrants. The needs of the field are greater than people know. The child must be saved from the juvenile courts, feeble minded institutes, asylums and baby homes.

We fail to realize the value of reconstruction in the home, which is our aim. Bad housing conditions have more to do with illness, degeneracy, vice and crime, than any one can estimate. Every child born should have a right to health, happiness, and education, and companionship of the right sort. They are to be the future citizens. We need to wake up and think ahead of our growing population and plan in every corner of our province, for better education, environment and recreations, and save taxations for institutions. If we would only prevent and try and save the child.

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Director
TEACHERS' HELPS DEPARTMENT
MRS. A. JORDAN

Box 243

Medicine Hat

ANY contributions, or suggestions as to how the Teachers' Helps Department may be of greater assistance, will be appreciated. We will do our best to answer queries regarding public school work. If you have any hints or suggestions which will help some inexperienced teacher, please send them along.

JUNE OUTLINE

ARITHMETIC

- Grade 1—(a) General review.
(b) Finish combination and separations to "12."
- Grade 2—Review.
- Grade 3—(a) Review.
(b) Problems. Refer:
(1) Thorndyke's Arithmetic.
(2) Alberta Public School Arithmetic—Smith & Roberts.
- Grade 4—Review work of the year.
- Grade 5—Review.
- Grade 6—Review.
- Grade 7—Systematic review of year's work.
- Grade 8—Review.

READING AND LITERATURE

- Grade 1—One supplementary reader.
- Grade 2—(a) Reading: Review.
(b) Memorization: Review.
(c) Literature: Review.
(d) Bibliography:
(1) Poems Every Child Should Know.
(2) Child's Garden of Verse—R. L. Stevenson.
(3) Aesop's Fables.
(4) Bible Stories adapted from the Bible; or Aunt Charlotte's Bible Stories.
(5) Stories to Tell to Children.
- Grade 3—(a) Review.
(b) If more memory work can be done, fill in with selections from "The Third Reader," as suggested by the "Course of Studies."
- Grade 4—(a) Silent Reading:
(1) An Explorer's Boyhood.
(2) Review.
(b) Oral Reading:
(1) Maggie and Tom.
(2) Little Brown Hands.
(3) Summer Storm.
(c) Literature: John Ridd's Ride.
(d) Literary Pictures:
(1) King's Court (Three Minstrels).
(2) John Ridd's Farmyard.
(e) Memorization:
(1) Girl to Her Grandmother.
(2) Review.
(f) Supplementary Reading: Review.
- Grade 5—(a) Review.
(b) Memory Work: My Thoughts.
- Grade 6—Review.
- Grade 7—Review.
- Grade 8—Review.

ELEMENTARY SCIENCE

- Grade 1—(a) Butterflies; first seen and what they are like; what they are doing; returning of flies and mosquitoes.
(b) Bouquets for home and school. Effective arrangements.
(c) Continue observance of birds.
(d) A nature study walk for the whole class.
(e) Review all Nature Study taken.
(f) At least four Nature Study stories to be read each month.
- Grade 2—(a) Competitive naming of flowers.
(b) Description of growing gardens.
(c) Recognition and brief description of five birds—habits, nest, song, food-getting, etc.

- (d) Insect life—development of butterfly or moth from caterpillar.

N.B.—One Nature Study story a week to be read to the children from "In a Child's World," by Emile Paullson.

- Grade 3—(1) Flower recognition.
(2) Bird recognition. Birds and their nesting. Young birds.
(3) Insects, such as caterpillars, moths, and butterflies. Recognition of any two—sulphur, swallowtail, tent moth, Cecropia, clothes moth, cutworm.
(4) Leafing out of trees.
(5) Grasshopper.
(6) Growing gardens.
(7) Weeds.
(8) Summer games.
- Grade 4—(a) Nature Study:
(1) Lady Bug.
(2) Dragon Fly.
(3) Plants for observation.
(b) Geography: Review.
(c) Hygiene: Review.
- Grade 5—Review.
- Grade 6—Review.
- Grade 7—Review.
- Grade 8—Review.

LANGUAGE, GRAMMAR AND COMPOSITION

- Grade 1—(a) Continue all unfinished work. Review memorization of nursery rhymes and poems.
(b) Re-telling by the pupils, and dramatization of the stories so taken.
(c) The pupils should be able to write an original sentence.
(d) Teach writing of the number names one to ten.
(e) The teacher tells new stories as desired.
(f) See summary of attainment in "Course of Studies," Part I, Pages 54-55.
- Grade 2—(a) Dramatization: The Boy Who Cried "Wolf."
(b) Reproduction:
(1) The Raindrop.
(2) Little Half Chick.
(c) Correct use of hear, here; wood, would; see, sea.
- Grade 3—Review and drill on previous work.
- Grade 4—See May Outline.
- Grade 5—Review the year's work.
- Grade 6—See May Outline.
- Grade 7—Review.
- Grade 8—Review.

ART

- Grade 1—The drawing and cutting of simple leaf forms.
- Grade 2—Draw plant forms in crayon, and make freehand cuttings of same.
- Grade 3—Illustrative composition; a correlation with Literature and Supplementary Reading.
- Grade 4—Ex. X.
- Grade 5—Pencil drawing of simple still life group of two objects of cylindrical, hemispherical, or conical type, not too intricate in contour. Finish in accented outline.
- Grade 6—Review of work taken.
- Grade 7—Finish all uncompleted work.
- Grade 8—(a) Decorate cover of book.
(b) Review year's work.

SPELLING

- Grade 2—Review and tests.
- Grade 3—See September Outline.
- Grade 4—See January Outline.
- Grade 5—See September Outline.
- Grade 6—See September Outline.
- Grade 7—See January Outline.
- Grade 8—Complete review of words of Grades 5, 6, 7 and 8.

CITIZENSHIP

- Grade 2—Review.
- Grade 3—(a) Sense of responsibility.
(b) Work.
(c) King's Birthday.
(d) Self-discipline.
(e) Stories.

- Grade 4—May and June.
 (1) Empire Day.
 (2) King's Birthday.
 Grade 5—Review.
 Grade 6—Review.
 Grade 7—Review.
 Grade 8—Review.

LANGUAGE—GRADE II

(a) Fill in the following blanks properly:

1. We churn _____.
2. We catch _____.
3. We mow _____.
4. We pick _____.
5. We hoe _____.
6. We sow _____.
7. We write _____.
8. We saw _____.
9. We spear _____.
10. We reap _____.
11. We trap _____.
12. We read _____.
13. We eat _____.
14. We draw _____.
15. We copy _____.
16. We ride _____.

(b) Write the proper word in each blank:

1. A _____ of geese.
2. A _____ of pigs.
3. A _____ of dishes.
4. A _____ of clothes.
5. A _____ of stones.
6. A _____ of times.
7. A _____ of robbers.
8. A _____ of little pigs.
9. A _____ of children.
10. An _____ of soldiers.
11. A _____ of cattle.
12. A _____ of bananas.

(c) Put the proper names (animals, etc.) in the blanks:

1. A _____ squeals.
2. A _____ bleats.
3. _____ hum.
4. _____ grunt.
5. _____ warble.
6. A _____ howls.
7. A _____ barks.
8. _____ low.
9. _____ caw.
10. _____ quack.

(d) Fill the blanks, telling what these are for:

1. A spade is for _____.
2. A pen is for _____.
3. A knife is for _____.
4. An axe is for _____.

CITIZENSHIP—GRADES III and IV

KING GEORGE

King George, born June 3rd, 1865, is the second son of the late King Edward. As Prince George was not in his youth the heir apparent to the English throne, he was given a naval training. To this may be traced the physical strength that enabled him to put up such remarkable resistance during his recent serious and lengthy illness. In addition, he is of strong mentality.

The death of the elder brother, the Duke of Clarence, put Prince George in the direct line of succession, and, when his father came to the throne as Edward VII, Prince George became Prince of Wales. Both as Prince George and as the Prince of Wales, he was overshadowed by his father's masterful personality. The result was that, before King George came to the throne and for some years afterwards, little was known of King George's personality, character, ambitions, tastes, and aims, either in England or abroad.

As a child he was of a mischievous temperament, and was the despair of his nurses. He was very strong, and his daring got him into many scrapes. He was fond of making his escape from the palace to play with whatever children of his own age he could find. He often returned with a bloody nose and mud-spattered clothes. It was felt that

the navy might curb this spirit, and so it was the navy for Prince George.

At the age of twelve he joined the navy as a midshipman, and was treated exactly as any other midshipman. He learned the art of seamanship and, having shown himself brave and efficient on more than one occasion, he was, at the age of twenty-five, given command of a small torpedo boat.

Then came the illness and death of the Duke of Clarence, and Prince George became the heir apparent to the throne. In 1893 he married Princess Mary of Teck. His training in the duties of king then began. Prince George spent part of every day with his father at Buckingham Palace after he became King Edward VII. He attended to routine and detail work, in a room next to that of the king, took part in discussions pertaining to the empire, and listened to those who came to interview his father. In 1901, he visited Australia; in 1905, India; and in 1908, Canada. Thus was he fitting himself to be the future King of England.

Upon the death of Edward VII in 1910, King George succeeded to the throne. Throughout his reign, Queen Mary, who is a woman of great executive ability, has been his guide and counsellor in all important matters.

There were six children in the royal family, five sons and one daughter. The youngest son, born in 1905, died without attaining manhood. King George is a devoted husband and a loving father, and is very fond of home life.

King George and Queen Mary, and in fact the whole royal family, are regarded with eager affection by their subjects throughout the empire. How clearly this has been shown by their marks of esteem throughout the king's sickness. One might say the whole nation stood in waiting outside the sick-room in Buckingham Palace.

Recently, in London, an amazing scene accompanied the singing of "God Bless King George." When Miss Olive Sturgess, the singer, reached the chorus:

"God bless King George, Great Britain's king,
 His sons of Empire pray,
 May health and peace, with love attended,
 And sunshine light his way."

the vast audience were so moved that, half way through, they stood up and joined heartily in the chorus.

LANGUAGE—GRADE IV

(a) Write other words that are the opposite in meaning to those underlined:

1. Maud is a tall girl.
2. The water is clear.
3. The fog will fall.
4. The largest apple.
5. He is a rich man.
6. How much did you gain?
7. You are late this morning.
8. I have more than you.
9. Your hands are dirty.
10. He forgets.
11. A gentle wind.
12. It was a very long story.

(b) Write words which mean the opposite of:
 Man, son, sister, husband, mamma, lady, daughter, madam, duke, aunt, woman, earl, prince, niece, goose, hero.

(c) Change the gender to the feminine forms:

1. The son helped his father.
2. The boy gave the apple to his brother.
3. My uncle has gone to see the king.
4. Is this man your husband?
5. Your papa is a gentleman.
6. Mrs. Brown knows the Duke of York.

(d) Fill in the blanks with suitable words:

1. The _____ loves her _____.
2. The _____ lost her _____.
3. The _____ broke her _____.
4. The _____ loves his _____.
5. The _____ read his _____.
6. The _____ tore her _____.

(e)—(1) Write five questions pupils write in school.

(2) Write five questions asked by the teacher.

(3) Write five commands given by the teacher.

(4) Write five requests made by the teacher.

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NATURE STUDY—GRADE IV

THE LADY-BUG

The lady-bug, or lady-bird beetle is a beetle of small round-bodied beetles which do great service to man. Members of the family are easily recognized by their inferior and spotted coats, which are red or yellow dotted with black, or black marked with red or yellow. People have such a horror of anything called a beetle that it is just as well that the ignorant do not know that the lady-bird is a beetle or, in spite of its great work for us, it would be killed by the stupid.

The lady-bug feeds all her life long on the plant bugs and aphides which destroy our plants. Wherever there are plant lice, there the lady-bird lays a bunch of yellow eggs, and, when they are hatched, the long, dark grubs with spiny bodies, generally somewhat spotted with red and yellow, begin running about on the leaves and leaf stalks. They look like tiny crocodiles and might be in danger of being killed, they are so unlike their parents, if people did not see them devouring plant lice, which they poke into their mouths with their front feet.

After a time each one glues its tail to a leaf and hangs till it becomes a lady-bird, and then it flies away to feed on plant lice on some other bush, and to lay more eggs. The pupae retain the cuticle of the larvae, but wear it like little unbuttoned coats, or as cushions upon their backs.

The various species are distinguished by the number of spots or stripes; as the two-spotted, the fifteen-spotted, the two-stabbed, etc. All are of greatest use to man because they destroy insect pests.

Full-grown lady-birds seek warm retreats in winter, sometimes in houses. If treated roughly or alarmed they emit a yellowish fluid with an unpleasant smell.

Lady-birds have been sent from country to country to destroy the insects that destroy fruit trees. Those who destroy industrious lady-bugs are destroying an ally that is of greater assistance than any man-made insecticide.

ELEMENTARY SCIENCE—GRADE IV

THE DRAGON-FLY

The dragon-fly belongs to a family of insects that have thick bodies with long tails; they have strong horny mandibles, large heads, and large eyes. Each eye has more than 10,000 windows in it, so that he can see up and down, right and left as he darts about. The two pairs of wings are well developed and of brilliant metallic colors. They are covered by cross-bars filled with air.

Dragon-flies are beautiful in form and powerful in flight; the tail of the body being long and cylindrical, it is fitted for quick turns. The dragon-fly is commonly seen darting in swift flight over the surface of small lakes and ponds, where it feeds upon mosquitoes, and other annoying gnats and flies. Then it settles down on a plant or bush by the water-side to rest.

The dragon-fly deposits eggs in the water where they hatch into large aquatic animals resembling the giant water-bug. They live in this state for a year before becoming transferred into the pupae which, unlike the pupae of most insects are active and voracious. When mature, they climb to the summit of some reed or pond plant, and there break through their imprisoning membrane, which is left clinging to the stem as the full-grown insect flies away.

It is interesting to see a dragon-fly grow in the air. Under the water a large insect crawls up the stem of a plant. He has a body as large as a dragon-fly, and six legs, but he has a curious dull look in his face. Where his wings should be there are only two short stumps.

He crawls very slowly up the stem, till he comes out of the water into the air. Then a strange thing happens. The skin of his back cracks, and out creeps a real dragon-fly—first his head, then his body with six legs and four soft, crumpled wings, and lastly his tail. He cannot fly yet. He stands by his old empty skin, and slowly stretches out his wings to the sun. In a few hours they are long and strong and hard. Then he is ready to fly over the pond to feed.

The dragon-fly grub lives at the bottom of the pond. It is a long insect, all joints, with six legs and eyes something like those of the dragon-fly. It has no wings, but a curious kind of arm, with pincers at the end, comes out from under the chin. This is really part of its underlip. It is called a mask, and has a hinge, so that it can lie folded back under its chin. When the grub wants food, he waits patiently in the mud till a beetle or a water-bug passes by. Then he throws out his mask, and catches his prey with his pincers.

Sometimes the end of the tail of the grub is pointed, and sometimes it opens out like the leaves of a flower. When it is open, the grub draws water in, and uses the air in it to breathe. Then it shoots the water out and so forces itself across the pond.

The name dragon-fly is extremely apt, for this insect is truly the dragon of the pond, although it is perfectly harmless to man and even helpful to him. In some localities it is called the devil's darning needle from the superstition that it sews up children's ears, and in others it is known as the snake doctor because it is supposed to be able to bring to life a dead snake. Needless to say, these are only superstitions, and the actual powers of the dragon-fly, its backward flight, its unerring swoop upon its prey, and its beautiful coloring are far more wonderful than any fiction concerning it.

LITERATURE QUESTIONS—GRADE IV

DAMON AND PYTHIAS

1. What is the City of Syracuse?
2. What had Damon done that he was about to be put to death?
3. On what condition was Damon given time to visit his people before his execution?
4. What do we learn about Pythias from this story?
5. Do you know the quotation: "Greater love hath no man than this, that he lay down his life for his friend?"
6. What effect did the love shown by Pythias have on the King of Syracuse?

1. Who was Edith Cavell?
2. What position was she holding in Belgium when the great war broke out?
3. Of what crime did the Germans accuse her?
4. Had you been in her place, do you think you would have done as she did?
5. Do you think she was a "spy"?
6. Why, do you think, did the Germans keep secret the sentence that Edith Cavell was to be shot?
7. What did she do during the last hours of her life? Do you wonder that everyone had admired her noble character?
8. What effect had her death on the people of the civilized world?
9. In what ways did the English people show their love and honor for Edith Cavell?
10. Do you think that Pythias and Edith Cavell were alike? If so, in what ways?

THE FAIRIES OF CALDON LOW

1. When is "Midsummer Night"?
2. What did Mary see and hear on Caldon Low??
3. How were the fairies on Caldon Low amusing themselves? Picture the fairies clearly in your mind.
4. Mary heard the fairies talking about her friends? Who were these friends? What were the fairies planning to do for them?
5. Then Mary heard a brownie talking. What did he say? Which part amused Mary? What happened when she laughed at what he said?
6. Describe the Caldon Low.
7. What is meant by "Caldon Low," "mildew dank," "croft," "linseed," "tow"?

JACKANAPES

1. Who was Jackanapes? What does the name mean? Had the little boy done anything to earn this name for himself?
2. How was Jackanapes told to behave when the general was coming to see him?
3. Describe Jackanape's ride on Lolla after the general had bought him for his little grandson.

KING ARTHUR'S SWORD

1. When is King Arthur supposed to have lived?
2. Who was Merlin?
3. Why did knights challenge each other to combat?
4. How had King Arthur broken his sword?
5. Describe the "Lady of the Lake"?
6. Where did she live?
7. What did Arthur see rising behind her out of the water?

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8. What did the Lady of the Lake tell Arthur to do?
9. What magic power was connected with the sword?
10. What was written on the sword?
11. Do you know when King Arthur was supposed to cast the sword away? Find out about the casting away of the sword.

THE KNIGHTS OF THE SILVER SHIELD

1. How, in this lesson, did the knights keep their shields bright?
2. When did a golden star appear in the shield?
3. When did the star become cloudy?
4. What was the greatest honor a knight could achieve?
5. Tell how Sir Ronald won his star.

PHAETON

1. In what country did Phaeton live?
2. Who was Phaeton?
3. What work was done by his father each day?
4. Describe Apollo as Phaeton saw him in his palace.
5. What wish did Phaeton ask his father to grant? Why did he ask it?
6. Why did the father think it would be impossible for Phaeton to perform the task he wished to perform?
7. What advice did Apollo give Phaeton about the ride?
8. Tell about Phaeton's ride.
9. Describe the country after Phaeton had passed over it?
10. Tell about the death of Phaeton.
11. What happened to his sisters and to his friend?
12. Who were: Jupiter? Neptune?

THE COMING OF ANGUS OG

1. Who was the real Angus Og?
2. Who was the king referred to in "The King shall come into his own again"?
3. What is the meaning of: Burn? bracken? kilt? peat? muckle cod?
4. Describe Kenneth Campbell's appearance.
5. Describe the stranger who appeared to Kenneth?
6. Who was he really?
7. How did he happen to be in this part of Scotland?
8. Were the Campbells kind people? Were they rich or poor? Explain.
9. What gift and message did the stranger leave for Kenneth Campbell?
10. Did the stranger ever come into his own?

CITIZENSHIP STORY—GRADE 5

ST. GEORGE AND THE DRAGON

A long time ago, nearly two thousand years, a little boy was born in a town in Cappadocia in the Far East. The little boy's parents named him George. They were very good Christians, and tried to train and teach their son so that he would grow up to be a real good knight, strong, brave and true.

When George came to the age of seventeen years, he said, "I am going to be a soldier," and he grew to be such a strong, brave fighter that he soon rose to high rank in the army and greatly pleased the Emperor of Rome, Diocletian.

But Diocletian afterwards became very cruel to the Christians, which made George burn with anger, and he spoke out boldly for his Christian brethren. At last he decided that he could do better service for the world, if he rode out alone on knightly travel, so he gave all his money to the poor and needy, set free all the slaves he owned, and went forth on his beautiful horse, well armed for brave deeds and ready to serve all in distress.

While riding one day through the plains of Libya, he came to a certain city—Silene. The people in this city were all in great trouble—a dreadful misfortune had come upon them; a monstrous dragon had come out of the marsh near by and had eaten nearly all their flocks and herds. Already the monster was living not very far from the city walls, and the people could keep him at that distance only by giving him two sheep every day for his food and drink. If they had failed in this, he would have come inside the city, and poisoned every man, woman, and child with his terrible breath.

But now nearly all the flocks and herds had been eaten, and the terrified people were praying and crying to God to help them.

The king of the city had one beautiful daughter named Cleodolinda. She was very fair of form and face, and only twelve years of age.

One day Cleodolinda was wandering with her attendant and her pet goat, Freda, in the woods just outside the city. Hearing some water trickling over the stones, she asked her attendant to bring her a drink of water from the brook. While the attendant was away, something frightened the little goat, Freda. Away she scampered as fast as she could and her mistress ran after her. Faster and faster ran the little goat around to the other side of the city until poor Cleodolinda was out of breath. Suddenly she felt something cracking under her feet, and found to her horror she was running on the path strewn with bones which led to the dragon's lair in the marsh; then she stood still, frozen with terror, for there was the great ugly monster, just a few feet from Freda and slowly crawling towards her. Cleodolinda opened her mouth and screamed as loudly as she could for help.

It was this very morning that St. George, as the people called him, bravely seeking to help the weak, was passing by on his knightly journeying. He saw stretching before him the horrible path of bones. Suddenly he reigned in his horse, for he saw a beautiful maid crying for help and pointing to a monstrous dragon just about to catch a little white goat in its horrible jaws. "Fear not, I shall save you," cried St. George and, spurring his horse and calling upon his Lord, St. George rushed towards the monster. After a terrible battle, which lasted a long time, he pinned the large, ugly monster to the earth with his lance, while Cleodolinda, trembling in every limb held Freda safe in her arms.

Then St. George called to the maiden to bring him her girdle. With this he bound the dragon fast and gave the end of the girdle into her hand. The wounded monster crawled after them like a dog, while Freda trotted along in front.

Walking in this way, they came to the city. All the people were very much frightened, but St. George called out, "Fear nothing; only believe in Christ through whose help I have tamed this monster." Then he killed the dragon, and cut off its head, and the king gave him great treasure. But St. George gave all the treasure to the poor and needy, and went farther on his way to help the weak and to fight for the Christians. A Child's Garden of Verse.

CITIZENSHIP SUMMARY—GRADES V TO VIII

1492—Columbus sailed from Spain—landed on the West Indies—is the discoverer of America.

1497—Cabot sailed from England. He explored the coasts of Labrador and Newfoundland—true discoverer of Canada.

1534—Cartier sailed from St. Malo in France. He explored lands bordering on the Gulf of St. Lawrence. Erected the fleur-de-lys of France. Met the Hurons and made friends with them. Took two Indians back to France to be trained as interpreters.

1535—Cartier made a second voyage. Sailed up the St. Lawrence to the Indian villages of Stadacona, and Hochelaga (Quebec and Montreal). Wintered in Canada. Men suffered from hunger, cold, and scurvy, and many of them died.

1541—Cartier made a third voyage.

1603—Champlain sailed from France and ascended to Lachine.

1604—Champlain, the Father of New France, again set sail for America. He and De Monts explored the coast of Acadia. They established a colony at the mouth of the St. Croix and later one at Port Royal.

1608—Champlain founded a permanent trading centre at Quebec—the first real settlement on Canadian soil. Later he explored the Richelieu and sailed up the Ottawa. He attempted to find a way westward to China and, in doing so, crossed from the Ottawa, to Lake Nipissing, and sailed down French River into Lake Huron. He visited the Hurons in one of their villages and later sent missionaries to work among them. He spent some time with the Hurons, and then accompanied a war party to New York State to fight Iroquois.

1609—Hendry Hudson, in the employ of the Dutch, discovered the Hudson River. Latter, in the employ of England he entered Hudson Strait and explored the shores of Hudson Bay.

1654-1660—Radisson and Groseilliers made expeditions to the west of Lake Superior, which brought them to the prairies.



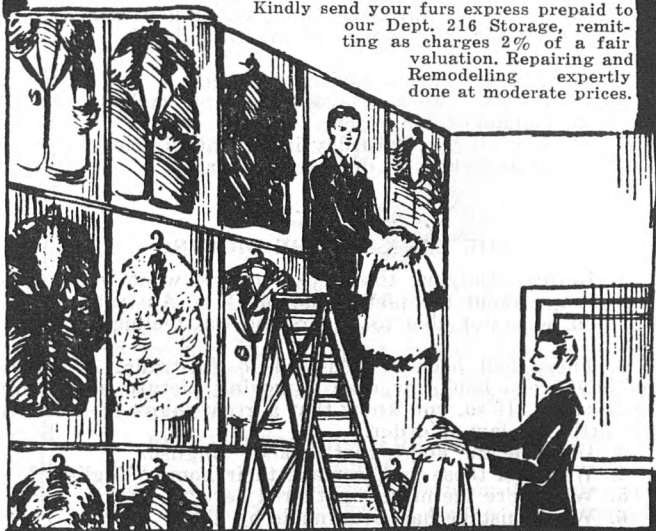
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1670—They founded the Hudson's Bay Company.
 1673—Frontenac came to New France as governor.
 1673—Joliette and Marquette sailed down the Mississippi.

1682—La Salle launched his canoes on the Mississippi and sailed to its mouth.

1713—Acadia was given over by France to the English.

1731—Verendrye and his sons made their way to the west. They discovered Lake Winnipeg, and opened up the west to the fur-trade. They erected a number of forts along the way.

1763—Canada was given over by the French to the English.

1771-2—Hearne, in the employ of the Hudson's Bay Company, went overland from Fort Churchill to the mouth of the Coppermine River.

1789—Alexander Mackenzie followed the Mackenzie River to its mouth.

1793—He made his way overland to the Pacific.

1806—Fraser discovered the Fraser River.

1812—Lord Selkirk established a colony at Red River.

1869—Rupert's Land was purchased from the Hudson's Bay Company and became a part of Canada.

1870—Province of Manitoba formed.

1871—British Columbia entered confederation.

1873—Prince Edward Island purchased by the Canadian Government.

1905—Provinces of Alberta and Saskatchewan formed.

1759-1763—Canada governed by Military Rule. General Murray, who was in charge of the army was made governor, assisted by a council of military officers.

1763-1774—Canada under Civil Rule—an appointed governor and council.

1774-1791—Canada governed under the Quebec Act. Urged by Sir Guy Carleton. Aimed to please the French people in Canada. Appointed governor and council. English criminal law to be used in criminal cases.

1791-1840—Canada was governed under the Constitutional Act, after the Americans gained their independence, thousands of American colonists, United Empire Loyalists, settled in the British colonies. Demanded self-government. Sir Guy Carleton recommended the Constitutional Act. It gave representative government and the same governing bodies as we have today. Aimed to please both English and French.

1840-1867—Canada governed under the Act of Union, recommended to improve conditions in Canada following the rebellion of 1837 and 1838, caused chiefly because the Executive Council was not responsible to the Legislative Assembly, and because the Assembly did not control the revenue. It provided for representative responsible government, the later being definitely established by Lord Elgin who asked Baldwin and Lafontaine (the leaders of the Liberal party) to form a government when the Conservative government was defeated in 1847, and he signed the Rebellion Losses Bill because it had a majority in the Assembly, even though he himself was not wholly satisfied with the measure.

1867—The Dominion of Canada was formed under the terms of the British North America Act. This idea had been growing in the minds of the people. It had been recommended by Lord Durham and preached up and down the land by D'Arcy McGee. It was forced by the political deadlock that arose out of equal representation in the Assembly for both Upper and Lower Canada. Conferences held in Charlottetown and Quebec. The British North America Act of 1867 was the outcome. A federal form of government resulted.

ARITHMETIC—GRADE VI

1. $\frac{5}{9}$ of $\frac{3}{7}$ divided by $\frac{2}{3} \times \frac{11}{12}$ equals $\frac{25}{196}$

2. $\frac{2}{9}$ of a pole is painted blue, $\frac{2}{3}$ of the remainder is painted red, and the rest, 27 feet, is painted white. Find the length of the pole.

Ans. 108 feet.

3. I exchanged $46\frac{1}{2}$ bushels of oats at $23\frac{1}{4}$ cents for wheat at $61\frac{1}{2}$ cents. Find how many bushels of wheat I bought.

Ans. $17\frac{7}{16}$ bushels.

4. Find the cost of the wire necessary for fencing both sides of a railroad 50 miles long, with 8 strands of wire, at 5 cents per pound, if 4 rods of wire weigh 5 lbs.

Ans. \$16,000.

5. A railroad ran the full length of a man's farm—1 $\frac{1}{2}$ miles, and took a strip 4 rods wide, for which it paid at the rate of \$50 per acre. How much did the railroad company pay him?

Ans. \$1,500.

6. A grazing farm of 259 rods by 407 rods is divided into square fields of the largest possible size. What is the length of the side of the fields and how many fields are there?

Ans. 37 rods; 77 fields.

7. A rectangular field cost \$7,800 at \$65 per acre. If its width is 600 yards, what is its length?

Ans. 968 yards.

8. Find the cost of plastering a room 20 feet by 15 feet, and 10 feet high, at 15 cents a square yard, allowing a baseboard 1 ft. deep around the bottom, 2 doors $7\frac{1}{2}$ ft. by 4 ft., and 4 windows 6 ft. by $4\frac{1}{2}$ ft.

Ans. \$14.10.

9. A plate of copper 5 ft. 6 in. long, 3 ft. wide, and $\frac{3}{4}$ of an inch thick is rolled into a sheet 4 ft. 6 in. wide, and 6 ft. long. Find its thickness.

Ans. $11\frac{1}{4}$ in.

10. If \$2.06 $\frac{1}{2}$ buy $7\frac{1}{2}$ lbs. of tea, how many pounds can be bought for \$3.71 $\frac{1}{2}$?

Ans. 12 $\frac{1}{2}$ lbs.

LITERATURE—GRADE VI

DOUBTING CASTLE AND GIANT DESPAIR

1. From what book is this selection taken?
2. Who was author of the book? Tell some interesting facts about him.
3. Who are the chief characters in the lesson?
4. What is the author's purpose in selecting these names?
5. What journey has been undertaken by the travellers?
6. How did they happen to find themselves near Doubting Castle?
7. Of what crime did the Giant accuse the travellers when he threw them into the dungeon?
8. The Giant tried to get rid of the travellers? How? Upon whose advice was he acting?
9. How did the travellers finally escape?
10. How did other travellers benefit by the experience of Christian and Hopeful?
11. Why do you think the Giant was taken with one of his fits just before the escape of the travellers?
12. Explain:
 1. Through his unadvised counsel.
 2. Getteth him a grievous crab-tree cudgel.
 3. Condole their misery.
 4. Lay all day Saturday in lamentable case.
 5. That lock went desperately hard.

THE LARK AT THE DIGGINS

1. Before studying this selection see what your geography says about the plants and birds of Australia. You will then be better able to understand the feelings of these men.
2. There had been a gold-rush to Australia. Perhaps you have read books or seen a moving picture describing a gold-rush. If so, you know that a great many of the men care little for law or order.
3. Describe the house that looked "English."
4. Why had these people made their home "English"?
5. Why were the miners gathered here?
6. What mistake had been made by Tom?
7. Did the miners enjoy his merriment over the joke on himself? Why not?
8. From what country had these men come?
9. What effect had the lark's song on these rough men?
10. Describe the thoughts passing through their minds.
11. Quote two or the places where the language used by the men is "rough."
12. What effect had the lark's song on these men?

DICKENS IN CAMP

1. Does this lesson remind you in any way of "The Lark at the Diggings." Read passages to prove your answer.

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"I saw your name in the A.T.A."

2. Where is the scene of this poem laid?
3. What was the occupation of these men? What were they searching for?
4. Describe the scene pictures in Stanzas 1 and 2.
5. What were the men doing in their spare time?
6. What interrupted the game?
7. What book was taken from a miner's pack?
8. Would you be as surprised to find this book here as you would be to hear an English lark in Australia?
9. Have you read of the wanderings of Little Nell for yourself?
10. Who is "The Master"?
11. What effect had the reading of this book on the miners? Compare with the effect of the lark's song.
12. Explain in your own words the meaning of the last two stanzas.

ARITHMETIC—GRADE VII

1. A man's farm contains 100.46875 acres, which lacks .28125 acres of being $\frac{1}{4}$ as large as his neighbor's. Find the area of the neighbor's farm.

Ans. 403 acres.

2. Silver is worth \$1.17 per oz. Find the value of .179487 of a pound of the metal. (12 ozs. equals 1 lb.).

Ans. 2.52+ lbs.

3. Simplify:

$$\left(\frac{4}{5}x - \frac{9}{11}x - \frac{1}{50}x + \frac{57}{125} \right) \text{ divided by } \frac{16}{17} \text{ of } \frac{2}{3}$$

26163

Ans.

2750000

4. Simplify:

$$\frac{1.5}{.075} \times \frac{3.25}{1\frac{1}{2}} \quad \text{plus} \quad \frac{1.875}{2.1} \times \frac{3.5}{3.75}$$

Ans. 44.16 2/3.

5. A bar of iron an inch square, and a foot long weighs $4\frac{1}{2}$ lbs. Find the weight of a piece 8 feet long and having an end $2\frac{1}{2}$ inches by $2\frac{1}{2}$ inches.

Ans. 225 lbs.

6. In a potato field there are 120 rows of 320 hills to a row, which average 12 potatoes to a hill, 36 of which fill a peck measure. Find the value of the crop at 81 cents a bushel.

Ans. \$3,456.

7. A piece of lead 3 ft. by 4 ft. by 2 in. is rolled till it is now $7\frac{1}{2}$ ft. by 18 ft. Find its thickness in the decimal of an inch.

Ans. .177+ inches.

8. Simplify:

$$.0476 \times 4.2 \text{ divided by } .014 \text{ equals } 14.28$$

9. A man earns \$280 in $2\frac{1}{3}$ months. If he spends in $4\frac{1}{6}$ months what he earns in $3\frac{1}{2}$ months, how much will he save in 1 year?

Ans. \$230.40.

10. Find the cost of sodding a lawn which is 40 yards long and 100 feet wide, with sods each a yard in length and a foot in breadth, the sods, when laid, costing 75 cents each per hundred.

Ans. \$30.00.

ARITHMETIC—GRADE VIII

1. A bicyclist riding a wheel 26 inches in diameter counts 168 revolutions per minute. Find the distance travelled in an hour.

Ans. 13 miles.

2. On a house worth \$6,000 there is a policy for two-thirds of its value. Find my loss after paying five premiums of three-fifths per cent each, in case the house were destroyed by fire.

Ans. \$2,120.

3. I received only 75 per cent of the cost when I sold a car for \$726. Find the gain per cent when the car was sold for \$1,331.

Ans. 37 $\frac{1}{2}$ per cent.

4. By selling hats at \$2.21 each we make a gain of .625 of the cost. Find the selling price per dozen to make a gain of 50 per cent.

Ans. \$24.48.

5. What per cent is lost by marking goods $16\frac{2}{3}$ per cent above the cost, and then giving a discount of $16\frac{2}{3}$ per cent.

Ans. 2 7/9 per cent.

6. A wooden cylinder 24 ft. high and 8 in. in diameter is reduced to a diameter of 6 in. Find the number of cubic inches thus removed.

Ans. 528 cu. inches.

7. Find the weight of a circular piece of lead 4 in. in diameter and 6 ins. thick, allowing lead to be $11\frac{1}{2}$ times as heavy as water.

377

Ans. 31— lbs.

1008

8. A circular piece of lead is 2 in. in thickness and 10 inches in diameter. A piece of 3 in. radius is cut from it. Find the volume of the circular ring left.

Ans. 100 $\frac{4}{7}$ cu. in.

9. A circular plot of ground 120 ft. in diameter has a walk 10 inches wide on the inside. Find the cost of constructing such a walk at $31\frac{1}{2}$ cents per square yard.

Ans. \$121.

10. A woman rolls her cookie pastry into a square 28 inches to a side. She uses a cake-cutter 4 in. in diameter. After cutting all the cakes she can, find the area of the pastry left.

Ans. 168 sq. in.

CITIZENSHIP—GRADE VIII

THE MAINE BOUNDARY

Till 1763 it had been to the advantage of Great Britain to push as far north as possible the boundary of Maine, which was then her colony, and to leave as little as possible to Canada which was then French. Between 1763 and 1783 the whole territory had been British, though a boundary had been defined in 1763 and again in 1783. It was the boundary as settled in 1783 that led to future trouble, largely through geographical ignorance of the territory involved. The Treaty of Versailles said the St. Croix River should form the boundary as far as its source. From there a line was to be drawn due north to the highlands forming the watershed between the St. Lawrence River and the Atlantic Ocean. The intention evidently was that the St. Lawrence River valley should belong to Canada.

As time went on it was discovered that the St. Croix had two branches, each with its own source, and that there were no highlands that corresponded with those mentioned in the Treaty.

Following the war in 1812, Canada and the United States attempted to settle the boundary line, but each wanted territory claimed by the other. The Americans wanted, practically, the St. John River, as boundary, and the British wanted the western branch of the Shoodic (St. Croix). Altogether about 12,000 square miles of territory were in dispute.

In 1839 American lumbermen entered the disputed territory to take logs. Both countries sent men to guard their rights and war seemed imminent. However, an agreement was reached which smoothed matters over for a time.

In 1842, Lord Ashburton, as the representative of the British, and Daniel Webster as the representative of the Americans were asked to settle the dispute. The result was that the United States got 7,000 square miles and Canada 5,000 square miles of disputed territory. The boundary line was to follow the eastern branch of the St. Croix to its source. A line due north was taken from here to the St. John River. The boundary line then followed the St. John River and the 45th parallel to the St. Lawrence River. A wedge of American territory pushes itself into the Maritime Provinces.

THE OREGON TREATY

Hardly was the Ashburton Treaty settled when a dispute arose over the boundary to the North West. In 1818 it had been decided that the 49th parallel should be the boundary from the Lake of the Woods to the Rockies. Neither country seemed to care particularly about the boundary west of the Rockies. The British felt they had prior claim to the territory from Alaska to the mouth of the Columbia River because of the discoveries of Captain Cook and of its occupation by the Hudson's Bay Company. The Americans claimed the territory north to Alaska partly to Spanish rights, and partly to prior discovery and occupation. In 1818 the Americans suggested that the 49th parallel be accepted as the boundary. This did not suit the British and the result was a joint occupation of the territory by both countries.

A climax was reached when American settlers flocked into the country, and then they demanded the United States boundary should extend northward to $54^{\circ} 40'$. Again bitter

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feeling arose, and in 1846 the Oregon Boundary Treaty settled the matter.

By the treaty a compromise was arranged. Both countries agreed upon the 49th parallel as far as the middle of the Channel which separates Vancouver Island from the mainland, and then through the middle of the channel and the Strait of Juan de Fuca to the Pacific.

THE ALASKAN BOUNDARY

Ever since the days of Simon Fraser, the Hudson's Bay Company had been trading on the Pacific. Russia through its ownership of Alaska was pushing her fur-trade southward from Sitka. In 1825, to avoid collision, Russia and Great Britain settled by treaty the boundary between Canada and Alaska. Russia agreed to accept 54° 40' as her southern limit. North of that she demanded a strip of land along the coast, in order to carry on her trade with the Indians. The boundary was therefore drawn, giving Prince of Wales Island to Russia. The boundary ran along the Portland of Canada to the 56th parallel, whence it was to follow the summit of the mountains parallel to the coast as far as Mount St. Elias. At no point was the line to go farther inland than 35 miles.

The United States purchased Alaska from Russia in 1867, and no difficulty might have arisen had it not been for the discovery of gold in the Yukon in 1896. Everything and

everybody had to enter the Yukon through the two Alaskan ports of Dyea and Skagway, at the head of a long arm of the sea called the Lynn Canal. The question was raised as to whether these ports did not really belong to Canada. The British claimed that the boundary of Alaska was to extend 35 miles in from the general line of the coast, and not from the heads of the inlets. The Americans claim a range of mountains much further inland to be the eastern boundary.

In 1903 it was left to six impartial judges to settle the matter. Their decision was that the heads of all inlets were included in Alaska, but a much narrower strip was given the United States than that which was claimed. Thus Yukon territory was cut off from the sea.

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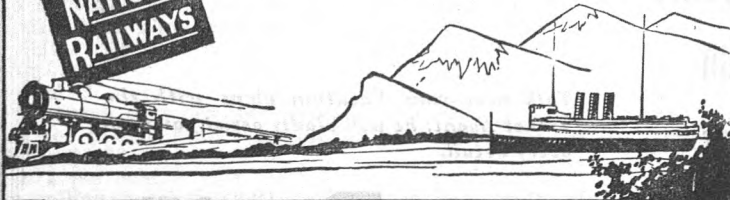
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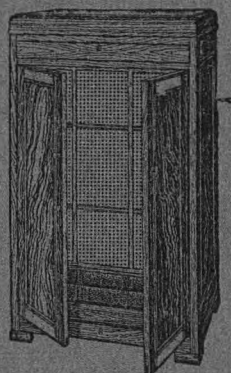
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